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ABSTRACT

Designed for use in a parenting education course for rural/migrant youth and adults, this parenting education learning kit consists of a coordinator's manual and bilingual instructional materials for seven course sessions. Issues addressed in the coordinator's manual include program content, program format, orientation for experienced parents, program delivery, and other possible program audiences. Covered in the individual sessions are communication skills, children's growth, discipline and children, preparing snacks, children's toys, play activities for children, and planning children's meals. The lessons, which are designed to be non-threatening to persons who are not comfortable in formal educational settings, rely on an experienced parent from the target group to function as the primary program delivery agent. Each session's lesson includes detailed instructions for the experienced parent, the text of the accompanying session tapes, illustrations for mounting on poster board, and parent take-home sheets. (A brief review of literature pertaining to parenthood education and a description of the development of these instructional materials are included.) (MN)

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PARENTING EDUCATION:
AN EXEMPLARY PROGRAM FOR
RURAL/MIGRANT YOUTH AND ADULTS

FINAL REPORT

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PREFACE

This publication is the final report of the Division of Vocational Education, Department of Education Project #1-3D22, Parenting Education: An Exemplary Program for Rural/Migrant Youth and Adults. The project was funded under Title II: The Vocational Amendments of 1976, Subpart 5, Consumer and Homemaking Education (Public Law 94-482).

The Director of the project was Dr. Rosemere Baum, Florida International University. The Co-Director of the project was Mr. Donald Cuvo, United Family and Children's Services, Inc.

The project was designed to develop a model for delivery of a competency based parenting education program to a target population which does not ordinarily have access to nor avail itself of formal educational delivery systems.

This report provides a description of the procedures and processes used in the development of the program and a description of the final product - The Parenting Education Learning Kit.

ACKNOWLEDGEMENTS

During the duration of this project, many persons have participated in the evolution of the final product - The Parenting Education Learning Kit. The project team wishes to thank:

Ms. Allie Ferguson, Program Director of Home Economics, for her continued support of programs which improve the professional competencies of home economics teachers of youth and adults in Florida.

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INTRODUCTION

The Vocational Education Amendments of 1976 recognized as a significant current societal need, parenthood education. In Subpart 5 of that legislation, parenthood education is identified as one of the component parts of instructional programs, services and activities in Consumer and Homemaking Education. In addition, Subpart 5 encourages the establishment of outreach programs to meet the needs of youth and adults in community settings.

Youth and adults in rural/migrant areas have little opportunity for, nor access to parenting education programs which are frequently available to youth and adults in urban areas. There is an imperative need for reaching out to rural/migrant families through planned programs based on competencies needed in parenting.

Disadvantaged rural youth and adults have limited access to parenting education due to factors such as lack of transportation, difficulty in relating to existing formal educational settings and the utilization of personnel insensitive to the needs of this target population and their problems. Programs for rural/migrant families must take into consideration crucial problems such as provision of transportation, for those who need it; the selection of teaching/learning settings conducive to developing rapport with the youth and adults involved; and selection of instructors who are sensitive, flexible and understanding of the life style of rural/migrant families and individuals. Dealing with these factors necessitates innovative and non-traditional approaches in the delivery of the educational program.

This exemplary model has been designed to take into consideration those factors in the design and implementation of a program in parenting education for rural/migrant youth and adults.

The purposes of this project were to:

1. Plan and design a competency based program for parenting education, focusing on unique needs and concerns of rural/migrant youth and adults.

2. Implement an exemplary model based on factors that would be conducive to high involvement and participation of youth and adults in rural and migrant camp areas.

3. Disseminate the results of the implementation of the exemplary model design to encourage replication of successful practices and provide information concerning problems and alternative solutions to encountered problems.

The specific objectives of the project were to:

1. Involve the target population in identifying priority needs and concerns.

2. Provide current and appropriate parenting information to youth and adults in the target population.

3. Tap all relevant resources for effective instruction and related services to assure application of learnings in parenting education by rural/migrant youth and adults.

4. Assess the exemplary model provided, in relation to the degree to which parenting education needs, concerns and problems of rural/migrant youth and adults were met.

REVIEW OF LITERATURE

The family in Western democracies is clearly in a state of change (Toffler, 1970, Skolnick and Skolnick, 1971). The groundwork for such change has already been laid and the present decade will consist of further evolving those changes into different configurations of home and family living. These changes present challenges to educators of adults, especially those who wish to assist parents who seek competencies in that role and provide a supportive setting in which to explore more workable parenting behaviors.

A large body of new knowledge has become available - knowledge of child development, family relationships and the psychodynamics of parent child behaviors and interactions - and has increased in quantity, depth, and intensity over the past thirty years (Walters and Walters, 1980).

At the turn of the century, the way to rear children was not the subject of much debate. There was general agreement among mothers about the proper way to raise children. Slowly, but then with increased rapidity, parents began to get advice that was confusing and somewhat contradictory.

HISTORICAL BASE FOR PARENT EDUCATION

Freud (1955) made the parent of his day aware of the importance of psychic development, that is occurs early in life, and the parent's crucial role as contributors to their child's psychic development. Watson (1920) warned about spoiling the child through overindulgence. Aldrich (1954) noted the great variations in babies throughout their development. Gesell (1945) made parents aware of ages and stages. From that time onward the pendulum swung back and forth from authoritative to permissive parenting styles.

Parents were further confused by the proliferation of child rearing information in the media: paperback books, supermarket magazines, television and radio talk shows. Much of this information was no more than mere speculation by individual professionals. Some represented the narrow points of view of small groups of parents living alternative life styles. Much of what was suggested could not be generalized beyond the environment of the advocates.

Many parents are unsure of their childrearing practices. So much advice from so many "reliable" sources has left parents uncertain about the final outcome of their parenting.

Recent decades have witnessed more visible indications of alienation of children from parents: the generation gap, the exodus of middle class teenagers from their homes and well protected lives, the drug scene, rampant juvenile delinquency, and widespread hyperactivity among children.

Parents have special needs. The nuclear family arrangement places heavy responsibility upon parents. The social and economic pressures of our day create a heavy load for parents to carry. The single parent has the additional burden of isolation and the absence of ongoing support - both economic and emotional. Children have seemingly endless needs for time and attention, both of which drain the parents of energy necessary in the fulfillment of their other roles in life (spouse, employee, adult-child, etc.).

Lane (1975) suggests three qualities of relationship which would reduce parental stress: (1) parents need to feel accepted as parents; (2) parents have to build an identification with other parents; (3) parents need empathetic listeners.

Feeling accepted is an ingredient of self confidence. When parents get together to discuss issues of common interests the foundation is in place for the creation of an environment which supports parents, affirms their role(s) and modifies parenting behaviors. The qualitative aspects of parenting are improved when parents have someone they feel is listening to them without judging or without necessarily giving advice. Parents become more adaptive and more willing to improve areas of deficit when perspective becomes more readily available.

Lieberman, Borman and Associates (1979), studied the nature of self help (more appropriately called mutual help, since the help is not unidimensional, but a giving and receiving among participants). Self help groups have various formats and purposes. They conclude that the key element of "Mothers' Self-Help Groups" is the experience of universality, the normalizing function such groups appear to play in the lives of women who participate in them. Mothers' groups are highly focused on the specific experience of motherhood and do not seem to go beyond the boundaries of that issue. They are highly focused on whatever learning is important to the participants concerning the role of motherhood. The authors state that the mother's self help groups represent the purest form of a support-sharing group in which the reason for being is a normalizing function of the group.

The informal mode of learning parenting skills and behaviors exists across cultures and throughout the centuries. Sociologist Robert Bierstedt (1974) explains that the family, as an instrument of cultural transmission, prepares its children for participation in a larger world within the context of familiar traditions. The household in which the child grows up is the laboratory for observation and experimentation. Bierstedt also notes that there appears to be little variation in parenting styles between generations.

Families, as a basic and revered social unit, are among other functions, charged with the rearing of children.

Additionally they transmit - generation to generation - the know-how to perform in the role of parent. These two interrelated tasks, child rearing and the transmission of parenting skills to younger generations, have been the undisputed responsibility of adult family members. But over time, the day by day responsibilities for these tasks were shared by extended family members and older children. Parenting was not the singular responsibility of one or both parents, but shared with others in the household or neighborhood.

Additionally, the parent-child relationshp is sanctioned by religion and family life has always been revered as a high state in life. Major religious writings provide guidelines for parents and instruct children to respect their parents. These institutions continue to play a major role in this effort.

Parent education has gradually expanded to learning settings beyond the family. It now occurs in various formats, but still mostly within informal settings.

An early form of agency-based parent education was instituted by Extension Services of Land Grant Universities (Milnes, 1964). Within the context of imparting information to rural homemakers, home economists utilized task oriented projects as basic to instruction. For example, a lesson designed to teach parents how to make homemade toys, included a discussion of maturation, motor skills, safety, parent-child interactions, etc. The knowledge already present among the parents, based on their experiences as parents, was utilized by the home economist to form generalizations about various principles of child behavior.

Another form of parent education which utilizes inductive instructional methods is called Parent Group Education (Auerbach, 1968). This discussion group format, first developed by the Child Study Association of America, is primarily adhered to by social workers who utilize small group processes as the primary form of instruction. Through informal discussion, parents draw conclusions about children as a whole, or parent-child interactions in general, as a result of guided discussion about the group members own children and their parenting.

While each of these two informal methods utilizes a trained leader, much of the authority for deciding group projects and discussion topics is vested in the group members. The home economists and social workers also make the assumption that knowledge of the subject matter and practical experiences related to it is cumulatively present among the group members. The trained leader's objective is to guide parent's discussions from the specific to the general, from the concrete to the abstract, from knowledge of their own child to knowledge of children in general, from knowledge of their own parenting behaviors to knowledge of parenting.

Two additional forms of parent education, which have been popular during this past decade, differ substantially from those cited since deduction is the method of drawing conclusions, i.e., the generalization is first stated by the instructor and the learners are asked to proceed through the proof. Parent Effectiveness Training and Systematic Training for Effective Parenting utilize the authority based in the instructor and established principles of child management. The instructor follows a prepared format and requests that learners read the text and complete between class assignments.

The methods of parent education which utilize induction involve discovery learning methods. This type of learning provides a process for learners to determine relationships, make generalizations and solve practical problems. Adult educators often utilize discovery learning because it seems to respond to adult learner's needs, promote motivation, and generate enthusiasm (Knowles, 1970). Additionally, it is presumed to promote retention and wider transfer of the learned material rather than more efficient mastery of presented materials (Suchman, 1960, 1961; Davis, 1966). Critical reviews of the literature on discovery methods have appeared and reveal that there is very little systematic evidence about the effects of discovery methods on motivation, retention, and transfer (Ausubel, 1961; Gagne, 1966; Wittrock, 1960).

In 1980 President Jimmy Carter called a White House Conference on Families to examine the strengths of American families, the difficulties they face, and the way in which family life is affected by public policies. The conference examined an array of issues which impinge on the family: work, mass media, the judical system, taxes, etc. Thus, for a brief time, families were in the forefront of concern at least for the thousands of people who participated in state and national conferences.

For decades prior to that historic event, adult educators have been assisting family members through both informal and formal family life education programs. Adult educators of home economics have always viewed families as an arena for educational intervention, assisting families to meet human needs and to cope with and to plan for change (Cromwell and Barz, 1977).

Adult educators of family living tend to deal with the family's basic needs for food, shelter, clothing, family resource management, and the development of harmonious relationships between and within generations (Swicegood, 1980).

Anderson and Neimi (1970) reviewed the literature of adult education related to the disadvantaged adult. They reveal that the disadvantaged adult differs from the general population on socio-economic measures such as age and sex, education, income, employment, occupation, family size, marital status, health, and residence. The relation between low level of education and poor nutrition was suggested in a number of studies (Brown, 1965; Ferris, 1961; Porter, 1961; Ransey, 1967).

The disadvantaged generally show a marked preference for intimate primary group relationships (John, 1965; Verner, 1967). Low income, rural Pennsylvanians disclosed that almost all the people they entertained were members of their immediate family or close relatives. Many of the same homemakers disclosed that ideas about food and recipes were obtained from members of their family (Brown, 1965).

If disadvantaged parents are given help to understand the complexities of family life and the extent of parental responsibilities, then some benefits will hopefully accrue to the children.

Parents also bear the major responsibility for providing adequate nutrition, maintaining safety standards in the home and child care. Parents require extensive programs of parent education in order to learn the competencies in the most effective and efficient manner. Adult education can enhance the entry skills which parents learned from their own parents.

PROCEDURES AND PROCESSES IN THE DEVELOPMENT OF THE EXEMPLARY PROGRAM

One of the underlying premises espoused by both the director and the co-director of this project was that they would enter into the development of the exemplary program with no preconceived idea of what the content nor the delivery system would be but that these would be based upon needs identified by the target pupulation.

One of the initial tasks was to establish an instructional base for operation and to gain sanctions for the program by identifying key people who would eventually be in a position to facilitate the use the materials that were to be developed. Contact was made with the coordinator of home economics programs for adults in Dade County to explain the project and its projected outcomes and to gain assistance in the identification of a home economics teacher who could serve as a pilot instructor.

Concurrently, existing programs focusing on the migrant population were examined. Conversations with directors of those programs helped to clarify conceptions about the culture of the migrant community and provided suggestions which helped in focusing the direction the project would eventually take. The director and co-director were reminded, again and again, that this target population had something unique to offer; that they could learn; they could achieve; and they could teach. However, among the migrant population there remains a distrust of formal institutions.

The selection of a pilot instructor who had a knowledge of the clientel, was flexible and who was an experienced home economics teacher was a crucial step in the process. In order to ensure the success of the project, a conference was arranged with the principal of the school in which the prospective pilot instructor was employed to explain the project to her and to enlist her support for the project.

From this point on, the director, co-director and pilot instructor worked as a team not only in the development of the program, but also in all decisions related to the project. In the initial planning sessions, the decision that direction for the proposed program would come from those involved in the program was reinforced. One of the first steps in the process was to identify a sample of parents who would help identify parenting skills needed by the target population. The pilot instructor was charged with the responsiblity of securing the cooperation of a sample of parents. This proved to be one of the most difficult tasks of the entire project. Because the intent was to provide a less formal environment, the project team decided to meet the parents in familiar surroundings. The pilot instructor made arrangements for a Sunday afternoon meeting at one of the migrant camps. Residents of the camp had been contacted and although a number of them had said that they would be willing to participate, only three people appeared at the designated time and place - the director and co-director of the project and the pilot instructor! A second attempt was made to secure parent involvement by visiting a migrant day care center. The director of the center was contacted and agreed to set up a meeting with a group of parents who would be willing to participate. The meeting was cancelled on the morning of the scheduled day and although a second meeting was planned, it too was cancelled because of a conflict with scheduled health clinic visits for the migrant children of the day care center. The project team learned that the more administrative layers necessary to contact the target population concerned, the more difficult it was to secure their participation in the project.

Since the pilot instructor was also a teacher in a Skill Center Child Care Services Program, the project team decided to attend one of the Parent Teacher Association (PTA) meetings and solicit assistance from the members. The PTA was comprised of migrant and rural parents whose children were enrolled in the Center's day care program. Permission to attend the meeting was arranged with the Skill Center principal. The director and the co-director arrived at the meeting after the business portion was concluded. After the pilot instructor introduced the project team, the project intent was described and participation of the PTA members was encouraged. It was indicated to the group that because they were "experienced parents" they could provide information concerning what new parents needed to know. Within a few minutes, each parent was responding freely to questions such as "What do you like most about being a parent?"; "What do you like least about being a parent?"; "What do you think parents need to know?".

At the close of the meeting, five of the PTA members volunteered to assist the project team by participating in and evaluating sessions that would be developed.

As part of the development process, the PTA meeting was recorded on tape (with the permission of the participants). After the meeting, the project team listened to the tape and analyzed the discussion, isolating and categorizing issues identified by the parents. From this informal needs assessment, several topics were identified and eventually used for the development of the program sessions.

Although the pilot instructor was responsible for the delivery of the program sessions, the project team worked together on the development and planning of the first session. The topic chosen for the first session was Communication Skills since most of the parents had identified "talking to their children" and "getting children to listen" as problem areas. The project team brainstormed ideas for the format of the program sessions and arrived at the following guidelines:

1. The sessions should be short.
2. The concepts should be simple and clear.
3. Each session should have an activity and visuals.
4. There needed to be a high degree of client participation.
5. Each session had to be well organized.

The following week the project team met again with the five parent volunteers. After an introductory period in which there was a review of the topics the parents identified in the initial session, the pilot instructor led the parents through the session on Communication Skills. The session was followed by an informal evaluation by the parents. They told the project team what they liked about the session; what they did not like about the session; what they felt other parents would like; and what they thought should be added or deleted. Using this input, six other sessions were planned and two to four of the original participants served as session members and evaluators.

The next procedural step was to develop the project sessions into a format that could be replicated in other locations. The project team had to keep in mind the target population's fear and distrust of institutional environments and "experts" affiliated with those institutions. The work with the parent group had confirmed that the "experienced parents" had knowledge about parenting skills and had positive experiences in parenting.

The project team decided to develop the sessions in a format that would allow the "experienced parent" to serve as deliverer of the program. In order to relieve the "experienced parent" of the responsibility of the content portion of the sessions, the project team made the decision to put the "expert" on tape.

Drawing from the sessions held with the "experienced parents", the project team developed scripts for seven sessions. The scripts included parenting information using lay terminology, stated simply and concisely. Examples, to illustrate the information in the scripts, were translated to visual forms. The scripts were also translated into Spanish and were recorded on tape in both English and Spanish.

The pilot instructor made arrangements with one of the original "experienced parents" to field test the English version of the sessions. Because it was believed that the learning sessions should occur in an informal setting and should include a social as well as an educational component, the "experienced parent" invited participants to meet in her home. The pilot instructor briefed the "experienced parent" on the use of the newly developed materials. The "experienced parent" was asked to tape each session so that the project team could evaluate the effectiveness of the use of the session materials. After the "experienced parent" had completed the delivery of the seven sessions, the pilot instructor orally evaluated with the "experienced parent" feelings about the delivery system. A copy of the questions and responses can be found in the Appendix.

To field test the Spanish version of the sessions, the pilot instructor selected one of her Spanish speaking students, who had not been in the original "experienced parent" group, to use the materials with a Spanish speaking parent group. The pilot instructor reported that instructions in the session guides were written clearly enough so that little direction was needed for their use by someone who had not been involved in their development.

The completed sessions have been reviewed by a group of teachers and supervisors of home economics programs for youth and adults. Their responses to the materials have been very positive and they have identified a number of other target populations that the materials could be used with effectively.

The Parenting Education Learning Kit has been developed as an outgrowth of the project: Parenting Education: An Exemplary Program for Rural/Migrant Youth and Adults. The materials contained in the Parenting Education Learning Kit are a part of this report and can be duplicated for use with youth and adults in the development of parenting skills. The model used in the development of this program could also be used as an instructional delivery system for a variety of subject areas and to meet the needs of other target populations.

PARENTING EDUCATION LEARNING KIT

COORDINATOR'S MANUAL

PARENTING EDUCATION
FOR RURAL/MIGRANT
YOUTH AND ADULTS

COORDINATOR'S MANUAL

PREFACE

Parenting Education for Rural/Migrant Youth and Adults is a series of self contained sessions which can be used with a variety of populations. These materials were developed to be used by persons with limited professional training. Because the materials are presented in a self instructional format, only a short orientation period is needed to implement the program and to use the materials effectively. This manual provides quidelines for setting up a program to use the materials.

INTRODUCTION

Parenting Education for Rural/Migrant Youth and Adults is a program that is designed to provide parenting information in a way that is non-threatening to persons who are not confortable in a formal educational setting. To this end, the concept of "Experienced Parent" is used for the delivery of the program. The "Experienced Parent" should be a person from the targeted group who is viewed by the group as being a "successful" parent. The "Experienced Parent" should be a person who shows leadership qualities and relates well to other persons in the targeted group.

One of the purposes of the program is to help youth and adults improve their ability to provide a supportive environment for children's development.

CONTENTS OF THE PARENTING EDUCATION KIT

The Parenting Education Program consists of seven self contained sessions. These are:

Communication Skills
Planning Children's Meals
Preparing Snacks
Children's Toys
Play Activities for Children
Discipline and Children
Children's Growth.

The program is designed to begin with the session on Communication Skills. Subsequent sessions should be selected based upon the needs and interests of the group and should be identified at the end of each session.

Each session package contains a session guide in English and Spanish; a session tape in English and Spanish; visuals; and samples of printed materials. The printed materials may be reproduced in sufficient quantities necessary to implement the program.

The Black Topic Card in the Communication Skills Session should be used at each subsequent session to help the Experienced Parent and the session participants identify the topic for the next session.

Table 1 provides a list of materials contained in each session and a list of materials that will need to be supplied.

TABLE 1

CONTENTS OF SESSION PACKAGES AND MATERIALS NEEDED

SESSIONS	CONTENTS OF SESSION PACKAGES	MATERIALS NEEDED
Communication Skills	Communication Skills Tapes - English & Spanish	Paper
	Communication Skills Session Guides - English & Spanish	Pencil
	Parent Take Home Sheet (master)	Duplicate copies of Parent Take Home Sheet
Children's Growth	Children's Growth Tapes - English & Spanish	Paper
	Children's Growth Sessions Guides - English & Spanish	
	Growth Charts (masters)	Duplicate copies of Growth Charts
Planning Children's Meals	Planning Children's Meals Tapes - English & Spanish	Paper
	Planning Children's Meals Session Guides - English & Spanish	Pencil
	Food Pictures	
	Flannel Board	
	Food Group Labels	Duplicate copies of Basic Four Food Sheets
	Basic Four Food Sheet (masters)	
	Parent Take Home Sheet (master)	Duplicate copies of Parent Take Home Sheet
Discipline and Children	Discipline & Children Tapes - English & Spanish	
	Discipline & Children Session Guides - English & Spanish	
	Flannel Board	
	Words for Flannel Board	
	Guideline Illustrations (three)	
	Case Study Illustrations (three)	
	Parent Take Home Sheet (master	Duplicate copies of Parent Take Home Sheet

TABLE 1 Continued

SESSIONS	CONTENTS OF SESSION PACKAGES	MATERIALS NEEDED
Preparing Snacks	Preparing Snacks Tapes - English & Spanish Preparing Snacks Session Guides - English & Spanish Recipes (masters) Parents Take Home Sheet (master)	Newsprint Magic Marker Ingredients for One Snack Dishes to Prepare Snack Duplicate copies of Recipes Duplicate copies of Parents Take Home Sheet
Play Activities for Children	Play Activities for Children Tapes - English & Spanish Play Activities for Children Session Guides - English & Spanish Picture Cards for Children's Play Games and Poems (masters)	Ball Soap Powder Food Coloring Straws Paper Cups Water Duplicate copies of Games and Poems
Children's Toys	Children's Toys Tapes - English & Spanish Children's Toys Session Guides - English & Spanish Recipe for Play Dough (master) Toy Cards Plastic Bags for Flour & Salt	Bowl Flour Salt Salad Oil Food Color Toys Plastic Bags Duplicate copies of Recipe for Play Dough

FORMAT FOR SESSION GUIDES

The Session Guides begin with Directions for the Experienced Parent. In these directions, two tape recorders are suggested: one to play the session tape and one to record the session for later evaluation. If you do not desire a record of the session, you can redo the Directions to the Experienced Parent page indicating that only one tape recorder is needed.

The format for the Guide consists of three distinct portions.

1. Directions for the Experienced Parent are done in upper case and are underlined.

   Example:

   USE SOME OF THE FOLLOWING QUESTIONS TO BEGIN THE LESSON.

2. Suggested Comments and Questions for the Experienced Parent are enclosed in a box and quotation marks.

   Example:

"This meeting is about communication Skills. Listen carefully to the tape and follow the instructions."

3. All other printed materials in the Session Guide is information which is on the session tape.

   Example:

   I want you to listen very carefully to the following instructions.

ORIENTATION FOR THE EXPERIENCED PARENT

The amount of orientation needed for the Experienced Parent will vary. The Experienced Parent should be given an overview of all the sessions and the materials that are used in each session. It is suggested that the Experienced Parent be given the opportunity to simulate at least one of the lessons. Depending on the expertise of the Experienced Parent, it may be necessary to have the Experienced Parent simulate each of the lessons before presenting them. A Schedule of Communication between the Coordinator and the Experienced Parent should be established.

DELIVERY OF THE PROGRAM

Once the target population for the program has been chosen, participants from that population can be identified through church groups, community groups, friends and neighbors of the Experienced Parent. The Experienced Parent should be encouraged to personally contact potential participants. Group sizes can vary, but the suggested size is five to eight participants. The site for program delivery should be easily accessible to the participants and should provide a non threatening, non formal atmosphere.

SOME FINAL SUGGESTIONS

Future Experienced Parents can be identified from amoung the program participants, and thus provide an ongoing delivery of the program.

Although these materials were developed for use with rural/migrant youth and adults, they might also be used with some of the following populations:

Child Care Service Program Students
Economically Disadvantaged Youth and Adults
Programs for Pregnant Adolescents
Other Non-English Speaking Groups
Refugees
Mainstreamed Students
Special Needs Students
Educationally Disadvantaged Youth and Adults
Socially Disadvantaged Youth and Adults
Child Development Program Course Students.

COMMUNICATION SKILLS
SESSION

Parenting Education: An Exemplary Program for Rural/Migrant Youth and Adults

COMMUNICATION SKILLS

DOE Project # 1-3D32

Florida International University

Home Economics Education

Communication Skills

Directions for the Experienced Parent

The purpose of this session is to explain how important it is to listen and to show how parents and children can listen to each other better.

For this lesson your kit should include:

1. two tape recorders
2. a blank cassette tape
3. Lesson Tape - Communication Skills
4. sheets of plain paper
5. pencils
6. parent take home sheets

Check your kit to see that all supplies are there.

Before your group arrives, set up one tape recorder with the blank cassette tape so that you can record the lesson. Remember to turn the tape to side two when side one is finished. Set up the other tape recorder with Lesson Tape - Communication Skills. Check both tape recorders to see that they are in working order.

Reread your lesson outline to see that all materials are ready for use.

Session 1 - Communication Skills

USE SOME OF THE FOLLOWING QUESTIONS TO BEGIN THE LESSON.

"How many children do you have or would you like to have?"

"If you have children, what are their ages?"

"What do you enjoy most about being a parent?"

"What are some problems that parents have with children?"

GIVE EACH PERSON A PENCIL AND A PIECE OF PAPER.

"This meeting is about communication skills. Listen carefully to the tape and follow the instructions."

TURN ON TAPE.

I want you to listen very carefully to the following instructions. They will only be given once.

Draw two circles and a triangle.

Draw one line under the triangle and two lines above each circle.

Connect the triangle to one circle with a dotted line.

Now check your paper as I repeat the instructions.

Draw two circles and a triangle.

Draw one line under the triangle and two lines above each circle.

Connect the triangle to one circle with a dotted line.

How did you do? Do you listen carefully?

TURN OFF TAPE AND DISCUSS THE ACTIVITY.

"Was this easy to do or was it difficult?"

"What made it easy?"

"What made it difficult?"

"Let's listen to another example."

TURN ON TAPE.

Listening is something we all consider easy to do and one thing we say our children don't do. Good listening is a skill and must be practiced.

Let's try another listening game. This game is Whisper. Your Experienced Parent will whisper a sentence to the person on the right, this person will whisper what they hear to the person on the right. When the message reaches the last person, this person says the sentence out loud. Compare the last sentence with the beginning sentence.

BEGIN WHISPER ACTIVITY.

(Suggested Sentence)

"The little boy and girl play with their dog and cat in the back yard."

"Was the last sentence the same as my sentence?"

"What was the same? What was different?"

"If it was different, what do you think happened?"

"Let's listen to the tape again."

TURN ON TAPE.

We adults have difficulty with listening. Children also have problems with listening. Today we will learn some ways we can improve how we listen and how to help our children learn how to listen.

Our minds don't wait for people to speak. Our thoughts are four to ten times faster than we speak. Often we are thinking other thoughts as people speak to us. Some of the reasons we stop listening as people speak to us are:

- we think we know it already, so we half listen to what is said,
- we can be distracted by noise around us or by looking at something else and not paying full attention to what is being said, and
- sometimes our emotions or feelings about something make us not want to listen to other persons' feelings or emotions.

It is important for us to learn to listen. Most of our daily life is involved in talking and listening to husbands, wives, children and other relatives, friends, co-workers and any other people we come in contact with.

If we want our children to listen to us we must be good listeners ourselves. Children learn by copying. If you listen to them, when they tell you things about themselves, they can learn to listen to you. But if you shut them off with I'm too busy or tell me later or pretend you're listening, later they may begin to copy you and not listen. It is important to talk and listen to the young child and to teach the young child to listen.

How do you think we can teach a young child to listen? Turn off tape and make your suggestions.

GET SUGGESTIONS FROM GROUP AND DISCUSS.

"How do you think we can teach a young child to listen?"

"Let's see what other suggestions will help a young child learn to listen?"

TURN ON TAPE.

Here are some hints for teaching listening. Remember, start with simple instructions. Remember how hard it was for you to do the beginning exercise of listening. Ask the child to repeat what you've said to see if the child remembers, also use simple words that the child understands.

A good game to play which increases good listening is Simon Says. Here are the directions. The leader says, "Simon Says stand up," the players stand up. If the leader says "Stand up", without saying "Simon Says", you do not stand up. If you stand up you are out of the game. The winner is the last person playing. Turn off the tape and play the game.

PLAY SIMON SAYS.

Simon Says "Stand Up"
Simon Says "Put your hand on your head"
"Put your hands on your hips"
Simon Says "Sit down"
"Shake hands with your neighbor"

"Let's try another listening game."

TURN ON TAPE.

Here is another game. You can make this game as simple or as hard as you like. Directions for I'm going on a trip are to say I'm going on a trip and taking a dog, the second person repeats I'm going on a trip and taking a dog, and adds an item such as cat, each person repeats the whole saying from the beginning and adds one more item during their turn. Turn off tape. Try playing the game. If a person forgets one of the items, they are out of the game. The winner is the last person to repeat all of the items.

PLAY I'M GOING ON A TRIP.

"I'm going on a trip and taking a _________."

TURN ON TAPE.

Try some of these activities at home with your family; see if it helps improve your communication within your family. Remember if we want to have someone listen to us we must listen to others. To learn to listen we must practice listening and help our children practice listening by giving simple clear directions for them to follow and asking them to repeat to be sure they understand.

TURN OFF TAPE.

USE THE FOLLOWING QUESTIONS TO EVALUATE AND SUM UP THE LESSON.

> "What was included in the lesson that you already knew?"
>
> "What was included in the lesson that you didn't know?"
>
> "What did you like best about the lesson?"
>
> "What did you like least about the lesson?"
>
> "What would you like to know about listening that was not included in the lesson?"

PASS OUT PARENT TAKE HOME SHEET.

SELECT THE TOPIC FOR THE NEXT MEETING.

HOLD UP BLACK TOPIC CARD.

> "What would you like to talk about at our next meeting?
>
> Discipline and Children
> Children's Toys
> Play Activities for Children
> Planning Children's Meals
> Preparing Snacks
> Children's Growth

NOTE:

IF PLANNING CHILDREN'S MEALS IS SELECTED:

> "Bring a copy of a recipe for a food your children like to eat to our next session."

IF CHILDREN'S TOYS IS SELECTED:

> "Bring two of your children's favorite toys to our next session."

SET TIME AND DATE FOR NEXT MEETING.

Educación Familiar: Un
Programa para Jóvenes y Adultos
Rurales/Migrantes

Sesión #1 Tecnicas de Comunicación

Proyecto DOE #1-3D32

Universidad Internacional de la Florida
Cátedra de Economia Doméstica

Sesión 1 - Técnicas de Communicación

Instrucciones para el Padre con Experiencia

El propósito de esta sesión es explicar la importancia de eschuchar y demostrar como padres e hijos pueden escucharse mejor los unos a los otros.

Para esta lección su equipo debe incluir los siguientes materiales:

1. dos grabadoras
2. Una cinta de grabar en blanco
3. Cinta de la Lección #1 - Técnicas de Comunicación
4. Hojas de papel in blanco
5. Lapices

Revise su equipo para asegurarse que tiene todo lo que necesita.

Antes de que llegue su grupo, prepare una de las grabadoras con la cinta en blanco para poder grabar la lección. Recuerde virar la cinta hacia el lado #2 cuando haya terminado el lado #1. Prepare la otra grabadora con la cinta de la Lección #1 - Técnicas de Comunicación. Revise ambas grabadoras para asegurarse que funcionan debídamente.

Lea de nuevo su plan para la clase a fin de asegurarse que todos los materiales están listos.

Sesión 1 - Técnicas de Comunicación

USE ALGUNAS DE LAS SIGUIENTES PREGUNTAS PARA EMPEZAR LA LECCIÓN.

> "Cuántos hijos tiene o le gustaría a usted tener?"
>
> "Si tiene hijos, qué edades tienen?"
>
> "Qué es lo que más le gusta de ser padre?"
>
> "Cuáles son algunos de los problemas que los padres tienen con los hijos?"

DELE UN LÁPIZ Y UNA HOJA DE PAPEL A CADA PERSONA.

> "Esta reunión se trata de tecnicas de comunicación. Escuche la cinta cuidadósamente y siga al instructor."

ECHE A ANDAR LA CINTA

Quiero que escuchen las siguientes instrucciones con mucha atención. Se darán solamente una vez.

Dibuje dos círculos y un triángulo.

Dibuje una línea debajo del triángulo y dos líneas debajo de cada círculo.

Conecte el triángulo a uno de los círculos con una línea de puntos.

Ahora revise su papel mientras yo repito las instrucciones.

Dibuje dos círculos y un triángulo.

Dibuje una línea debajo del triángulo y dos líneas debajo de cada círculo.

Conecte el triángulo a un círculo con una línea de puntos.

Cómo le fue? Escuchó cuidadósamente?

APAGUE LA CINTA Y DISCUTA LA ACTIVIDAD.

"Le resultó fácil o difícil?"

"Qué le fue fácil?"

"Qué le fue difícil?"

"Escuchemos otro ejemplo."

ECHE A ANDAR LA CINTA.

Escuchar es algo de todos creemos fácil de hacer, pero que tal parece que nuestros hijos no hacen. Escuchar debídamente es una técnica y, por lo tanto, hay que practicarla.

Probemos otro juego de escuchar. En este juego se trata de hablar muy bajito, o "Susurrar." Su Padre con Experiencia susurrará una oración a la persona a su derechañ esta persona susurrará lo que haya oído a la persona a su derecha. Cuando el mensaje llegue a la última persona, ésta repite la oración en voz alta. Comparen la última oración con la primera.

COMIENCE LA ACTIVIDAD DE "SUSURRAR".

(Oración Modelo)

"El niñito y la niñita juegan con su perro y gato en el patio de atrás."

"Fue la ultima oración igual a la que yo dije?"

"En qué fue igual? En qué fue distinta?"

"Si fue distinta, qué creen ustedes, que sucedió?"

Escuchemos la cinta otra vez.

ECHE A ANDAR LA CINTA.

A nosotros los adultos se nos dificulta escuchar. Hoy hemos aprendido alganas maneras de mejorar nuestro modo de escuchar y también cómo podemos ayudar a nuestros hijos a que aprendan a escuchar debídamente.

Nuestras mentes no esperan a que los demas hablen. Nuestros persamientos son de cuatro a diez veces más rapidos que lo que hablamos. A menudo estamos pensando en otras cosas mientras alguien nos habla. Algunos de los motivos por los que no escuchamos cuando alguien nos está hablando son los siguientes:

- pensamos que ya sabemos lo que nos dicen, y por lo tanto, escuchamos sólo a medias lo que nos están diciendo;
- podemos distraernos por algún ruido a nuestro alrededor, o por mirar cualquier cosa, y no prestamos verdadera atención a lo que se está diciendo, y
- algunas veces, nuestras propias emociones o sentimientos nos impulsan a no escuchar los sentimientos o emociones de los demás.

Es importante que aprendamos a escuchar. La mayor parte de nuestra vida diaria gira alrededor de hablar y escuchar a nuestros esposos, esposas, hijos y demás familiares, amigos, compañeros de trabajo y otras personas con quienes tratamos.

Si queremos que nuestros hijos nos escuchen, dibemios ser buenos oyentes nosotros mismos. Los niños aprenden imitando. Si usted los escucha cuando ellos hablan de sí mismos, ellos aprenden a escuchar cuando usted habla. Pero, si usted los calla diciéndoles "estoy ocupado" o "dímelo luego", o sólo aparenta estar escuchando, ellos empezarán a imitarle y no lo escucharán. Es importante, con los niños chiquitos, escucharlos para que aprendan a escuchar.

Cómo creen ustedes que podemos enseñar a un niño chiquito a escuchar?

Apague la grabadora y haga lagunas sugerencias.

OBTENGA OTRAS IDEAS DEL GRUPO Y DISCUTALAS.

"Cómo creen ustedes que podemos enseñar a un niño escuchar?"

"Veamos qué otras ideas tienen ustedes para enseñar a un niño a escuchar."

ECHE A ANDAR LA CINTA.

Estos son algunos puntos que les ayudarán a enseñar el arte de escuchar. Recuerden Comience con instrucciones sencillas. Recuerde lo difícil que le fue a usted hacer el primer ejercicio de escuchar. Pídale al niño que repita lo que usted ha dicho para ver si el niño se acuerda; también, use palabras sencillas que el niño comprenda.

Un buen juego para mejorar la técnica de escuchar se llama "Simón Dice." Estas son las instrucciones: El líder dice, "Simón Dice: párense", y entonces los jugadores se paran. Si el líder dice "párense" sin antes decir "Simón Dice", nadie debe pararse. Si alguien se para, debe salir del juego. La última persona que quede jugando es la ganadora. Apague la cinta y comience el juego.

JUEGUE "SIMÓN DICE"

Simón Dice "Párese".
Simón Dice "Póngase la mano en la cabeza".
Póngase las manos en las caderas".
Simón Dice "Siéntese".
"Dele la mano a su vecino".

"Vamos a probar otro juego de escuchar".

ECHE A ANDAR LA CINTA.

Este es otro juego. Usted puede hacer este juego tan fácil o difícil como usted quiera. Las instrucciones para jugar a "Me voy de viaje" son:
Uno dice: "me voy de viaje y me llevo un perro" la segunda persona repite, "me voy de viaje y me llevo un perro" y le agrega otra cosa, por ejemplo, "gato"; y cada persona va repitiendo lo dicho desde el principio y añadiendo algo más en su turno. Apague la cinta. Trate de comenzar el juego. Si alguien se

olvida de alguna de las cosas, pierde y sale del juego. La última persona que repita todo lo dicho es la ganadora.

JUEGUE "ME VOY DE VIAJE"

"Me voy de viaje y me llevo un __________."

ECHE A ANDAR LA CINTA.

Pruebe algunas de estas actividades en su casa con su familia; fíjese si le sirven de ayuda para mejorar el comunicarse con su familia. Recuerde que si queremos que nos escuchen, debemos escuchar a los demas. Para aprender a escuchar debemos practicar el escuchar nosotros mismos, y ayudar a nuestros hijos a practicar también dándoles instrucciones fáciles de seguir y diciéndoles que repitan, para estar seguros que nos han entendido.

APAGUE LA CINTA.

USE LAS PREGUNTAS SIGUIENTES PARA EVALUAR Y RESUMIR LA LECCION.

"Qué hubo en la lección que usted ya sabía?"

"Qué hubo en la lección que usted no sabía?"

"Qué fue lo que más le gustó de la lección?"

"Qué fue lo que menos le gustó de la lección?"

"Qué le gustaría saber sobre la técnica de escuchar que no estuvo incluído en la lección?"

SELECCIONE EL TEMA PARA LA PROXIMA REUNION.

MUESTRE LA TARVETA NEGRA DE TEMAS.

De qué les gustaría tratar en nuestra próxima reunión?

La Disciplina y los Niños
Juguetes de Niños
Juegos de Niños
Planeando Comidas para Niños
Preparando Meriendas
El Crecimiento de los Niños

NOTA:

Si se escoge Planeando Comidas para Niños:

"Traiga copiada a la próxima reunión, la receta de un plato que a sus hijos les guste."

Si se escoge Juguestes de Niños:

"Traiga dos de los juguetes favoritos de sus hijos a la próxima reunión."

FIJE LA HORA Y FECHA DE LA PROXIMA REUNION.

- ☐ **Discipline and children**
- ☐ **Play activities for children**
- ☐ **Children's Toys**
- ☐ **Planning children's meals**
- ☐ **Preparing snacks**
- ☐ **Children's growth**

(parent take home sheet)

LISTENING

GIVE SIMPLE INSTRUCTIONS

ASK THE CHILD TO REPEAT THE INSTRUCTIONS TO SEE IF THE CHILD UNDERSTOOD

USE SIMPLE WORDS

REMEMBER * * THE CHILD LEARNS BY COPYING SO LISTEN WHEN YOUR CHILD TALKS TO YOU

CHILDREN'S GROWTH
SESSION

Parenting Education: An Exemplary
Program for Rural/Migrant Youth
and Adults

CHILDREN'S GROWTH

DOE Project # 1-3D32

Florida International University
Home Economics Education

Children's Growth

Directions for the Experienced Parent

The purpose of this session is to talk about how a child develops physically and mentally from birth to 2 years of age.

For this lesson your kit should include:

1. two tape recordings.
2. a blank cassette tape.
3. Lesson Tape - Children's Growth.
4. growth charts.
5. picture cards.

Check your kit to see that all supplies are there.

Before your group arrives, set up one tape recorder with the blank cassette tape so that you can record the lesson. Remember to turn the tape to side two when side one is finished. Set up the other tape recorder with Lesson Tape - Children's Growth.

Check both tape recorders to see that they are in working order.

Reread your lesson outline to see that all materials are ready for use.

Children's Growth

SUGGESTIONS FOR BEGINNING THE LESSON:

"At our last meeting you selected the topic for today's lesson - Children's Growth."

"Children grow in different ways."

"Let's listen to the tape to hear some of the ways they grow."

TURN ON TAPE.

Growth is a continual and gradual process with the most rapid growth taking place during the first two years. Children grow in four ways: physically, their body changes; emotionally, they develop feelings; socially, they learn to get along with people; and intellectually, they learn to understand the world around them.

Each child has his own rate of growth but the growth of each child follows a similiar patten. This means that Joe may learn to walk at nine months and Jackie may learn to walk at 18 months. But both Joe and Jackie will either crawl or creep across the floor before they walk. The exact age at which children will begin to walk depends upon many things.

Two areas which have a large influence on the child's growth are heredity and environment. The ways in which the child is like his parents and grandparents is influenced by heredity. These include physical size, physical appearance and the ability to learn.

Environment means the surroundings in which the child is raised. This includes the customs and traditions of the family, the language spoken in the home and the life style of the family. Heredity and environment work together and can't be separated.

Think of your child. In what way is your child like you or your parents?

TURN OFF TAPE.

SUGGESTED QUESTIONS.

"How does your child look like you?"

"How does your child look like his grandparents?"

TURN ON TAPE.

What things in your environment do you think influence the growth of your child?

TURN OFF TAPE.

SUGGESTED QUESTIONS.

"Do you move frequently?"

"Is the Father or Mother away from home often?"

"Is your family a one parent family?"

"Do other relatives live near or far away?"

"Is education important to your family?"

TURN TAPE ON.

Since the first few years are very important in the child's life it is important as a parent that you make the environment the type of environment to help the child develop. To be able to do this we must understand the stages of child growth and what you can do to encourage the child to grow.

TURN OFF TAPE.

HAND OUT BLUE GROWTH CHART.

TURN ON TAPE.

Look at your growth chart Infant From Birth to 3 Months. An infant should begin to respond to light and sound, smile, cry when hungry or uncomfortable. He can life his head and turn from side to side. The baby can also grasp and release a rattle placed in his hand.

HOLD UP BLUE PICTURE.

You can encourage growth at this age by talking softly, singing and patting the child, holding and carrying the child, playing soft music and rocking and patting the child. Exercise the child's arms by raising them over the child's head gently. Exercise the child's legs as he lies in your lap. Give the child your fingers to play with or give the baby a rattle to grasp.

TURN OFF TAPE.

HAND OUT PINK GROWTH CHART.

TURN ON TAPE.

Look at the growth chart for a 3 to 5 month old child. The child can grasp and draw his bottle to his mouth; bang or drum on a chair; recognize different tastes and textures; laugh out loud; smile at his image in a mirror; hold out his arms to mother; play with hand and fingers; roll over; and start crawling movements.

HOLD UP RED PICTURE CARD.

To encourage growth, you can place the baby on a blanket on the floor and sit beside him. Place bright toys such as plastic blocks,soft clutch balls, bells and rattles close to him. Talk to him. Play peek-a-boo-use a blanket in bed to hide your face. Drop the blanket and say peek-a-boo. Sit facing the baby and sing nursery rhymes or clap hands softly and repeat one sound he has made. Then wait for him to make another sound and repeat that sound.

TURN OFF TAPE.

HAND OUT YELLOW GROWTH CHART.

TURN ON TAPE.

The 6 to 12 month old child should be able to make four different sounds: ma-ma, ba-ba, da-da and ta-ta. The baby should be able to recognize his own name when you talk to him. The baby can throw toys and crawl after them; respond to the rhythm of music; respond to yes and no guidance; begin walking while holding your hand; clap blocks together; crawl around to explore and will want to be held and touched.

HOLD UP YELLOW PICTURE CARD.

At this age you can help the baby to grow by imitating speech sounds; calling him by name; hiding toys and having him find them; letting him look at himself in a mirror; showing him his eyes, mouth and nose; reading him picture stories and nursery rhymes; encouraging the child to explore and giving simple instructions such as "drink your milk".

TURN OFF TAPE.

HAND OUT GREEN GROWTH CHART.

TURN ON TAPE.

The 12 to 18 month old child should be able to point to his eyes and nose; turn pages in a book; point at pictures; repeat words said to him; fill containers; say things like "eat", "all gone", "no more", and "good"; follow simple directions; pick up toys; imitate housework; show jealousy; work two piece puzzles; throw a large ball; and feed himself.

HOLD UP GREEN PICTURE CARD.

You can help the child grow by giving simple positive instructions; encouraging the child to feed himself; playing simple games with the child; allowing the child to help with household duties; providing wheel toys to push and pull; being aware of the child's need for your undivided attention and providing time to walk and talk with him or run with him.

TURN OFF TAPE.

HAND OUT WHITE GROWTH CHART.

TURN ON TAPE.

When the child is 18 months to 2 years old he should be able to put his toys away; remember which are his favorite books, songs and friends; follow two or three directions at one time; ask "why"; carry and hug his favorite soft toys. He also may show his anger by slapping, hitting, kicking and biting.

HOLD UP WHITE PICTURE CARD.

Help the child to grow at this age by providing warm and positive guidance for strong reactions and feelings. Introduce more books and make up stories, songs and rhymes, related to the child and his surroundings. Give more detailed directions; answer his questions. Introduce "playing house", washing dishes, feeding dolls and encourage hopping, jumping and running. This is also the time to help the child with toilet training.

The growth charts you have been given can be kept as a reference for use when your child reaches that age. Remember to meet the needs of your children at any age you need to provide food, clothing, shelter, warmth, companionship and affectionate care. Be interested in the child. Listen to the child. Provide praise and admiration; discipline when necessary, and tell the child he is loved.

USE THE FOLLOWING QUESTIONS TO EVALUATE AND SUM UP THE LESSON:

"What was included in the lesson that you already knew?"

"What was included in the lesson that you didn't know?"

"What did you like best about the lesson?"

"What did you like least about the lesson?"

"What would you like to know about Children's Growth that was not included in the lesson?"

SELECT THE TOPIC FOR THE NEXT LESSON.

HOLD UP BLACK TOPIC CARD.

"What would you like to talk about at our next meeting?"

NOTE:

IF PLANNING CHILDREN'S MEALS IS SELECTED:

"Bring a copy of a recipe for a food your children like to our next session".

IF CHILDREN'S TOYS IS SELECTED:

> "Bring two of your children's favorite toys to our next session."

SET TIME AND DATE FOR NEXT MEETING.

Educacion Familiar: Un Programa Ejemplar Para Jóvenes y Adultos Rurales/Migrantes

* * * * * * * * * * * * * * * * *
* El Crecimiento De Los Niños *
*   *
* * * * * * * * * * * * * * * * *

Proyecto DOE #1-3D32

Universidad Internacional De La Florida
Catedra De Economía Domestica

El Crecimiento de los Niños

Instrucciones Para El Padre Con Experiencia

El propósito de esta sesión es hablar sobre el desarrollo físico y mental de niño desde que nace hasta los 2 años de edad.

Para esta lección necesitará el siguiente equipo:

1. dos grabadoras.
2. una cinta de grabar en blanco.
3. la cinta - el Crecimiento de los Niños.
4. tablas de crecimiento.
5. tarjetas de láminas.

Revise su equipo para asegurarse de que contiene todo lo necesario.

Antes de que llegue su grupo, prepare una de las grabadoras con la cinta en blanco para grabar la lección. Recuerde virar la cinta hacia el lado #2 cuando haya terminado el lado #1. Prepare la otra grabadora con la cinta de la lección - el Crecimiento de los Niños.

Revise ambas grabadoras para asegurarse de que funcionan debídamente.

Lea de nuevo su plan para la clase para asegurarse de que todos los materiales están listos.

SUGERENCIAS PARA COMENZAR LA LECCION:

"En nuestra última reunión ustedes seleccionaron el tema para la lección de hoy - El Crecimiento de los Niños."

"Los niños crecen de distintos modos."

"Escuchemos la cinta para oír algunas de las maneras en que ellos crecen."

ECHE A ANDAR LA CINTA.

El crecimiento es un proceso continuo, siendo los primeros dos años el período de desarrollo más rápido. Los niños crecen de cuatro maneras: físicamente, sus cuerpos cambian; emocionalmente, desarrollan sus sentimientos; socialmente, aprenden a llevarse bien con los demás; y por último, intelectualmente, aprenden a comprender el mundo que los rodea.

Cada niño tiene su propio ritmo de crecimiento pero todos siguen un patrón similar. Esto quiere decir que Pepito puede aprender a caminar a los 9 meses y Juanito a los 18; pero, tanto Pepito como Juanito, gatearán o se arrastrarán por el suelo antes de aprender a caminar. La edad exacta de los niños empezar a caminar depende de muchas cosas.

Dos elementos que influyen grandemente en el crecimiento del niño son la herencia y el ambiente. La herencia determina las caracteristicas en que el niño se parece a sus padres y abuelos. En éstas están incluídas la estatura, la apariencia física y su capacidad de aprendizaje.

El ambiente se refiere a lo que rodea al niño durante su crianza. En ésto se incluyen las costumbres y tradiciones de la familia, el idioma que se habla en el hogar y el estilo de vida de la familia. La herencia y el ambiente funcionan juntos y no pueden separarse.

Piense en su hijo. En qué se parece a usted o a sus padres?

APAGUE LA CINTA.

PREGUNTAS SUGERIDAS.

"En qué se parece su hijo a usted?"

"En qué se parece su hijo a sus abuelos?"

ECHE A ANDAR LA CINTA.

Qué elementos de su ambiente cree usted que tienen influencia en la crianza de su hijo?

APAGUE LA CINTA.

PREGUNTAS SUGERIDAS.

"Se muda usted frecuentemente?"

"Está el padre o la madre fuera de la casa a menudo?"

"Hay sólamente uno de los padres en su familia?"

"Viven otros familiares cerca o lejos de usted?"

"Es importante la educación para su familia?"

ECHE A ANDAR LA CINTA.

Puesto que los primeros años son primordiales en la vida del niño, es importante que usted como padre procure que el ambiente sea propicio al desarrollo de su hijo. Para lograr esto, es necesario comprender las etapas de crecimiento del niño y lo que usted puede hacer para propiciar que el niño se desarrolle.

APAQUE LA CINTA.

REPARTA LA TABLA DE CRECIMIENTO AZUL.

ECHE A ANDAR LA CINTA.

Mire la Tabla de Crecimiento de Recién Nacido a 3 Meses. El bebé debe empezar a reaccionar a la luz y el sonido, soreír, llorar cuando esté hambriento o incómodo. Puede levantar la cabeza y moverla de lado a lado. El bebé también puede asir y soltar una maruga que se le coloque en la mano.

MUESTRE LA TARJETA DE LAMINAS AZUL.

Usted puede propiciar el desarrollo del bebé a esta edad hablándole dulcemente, cantándole y acariciándole, cargándole, poniéndole música mientras lo mece y arrullándole. Ejercite los brazos del niño levantándolos con gentileza por encima de la cabeza. Ejercite las piernas del bebé mientras lo tiene en su regazo. Déle sus dedos al niño para que juegue o déle una maruga para asir.

APAGUE LA CINTA.

REPARTA LA TABLA DE CRECIMIENTO ROSADA.

ECHE A ANDAR LA CINTA.

Mire la tabla de crecimiento del niño de 3 a 5 meses. A esta edad, el niño puede asir y llevarse el pomo a la boca; dar palmadas o puñetazos en la silla; reconocer distintos sabores y texturas; reírse a carcajadas; sonreírse con su imagen en el espejo; extender sus brazos a mamá; jugar con las manos y los dedos; revolcarse y empezar los movimientos de gatear.

MUESTRE LA TARJETA DE LAMINAS ROJA.

Para propiciar el crecimiento, puede poner al bebé sobre una colcha en el suelo y sentarse junto a él. Coloque juguetes de colores vivos, tales como bloques plásticos, pelotas suaves, cascabeles y marugas cerca del bebé. Háblele. Juegue a los escondidos, cubriéndose la cara tras una colchita; destápese y dígale "bu". Siéntese de frente al bebé y cántele canciones de cuna, o aplauda suavemente y repita algún sonido que él haya emitido. Después, espere a que él emita otro sonido y repítalo usted.

APAGUE LA CINTA.

REPARTA LA TABLA DE CRECIMIENTO AMARILLA.

ECHE A ANDAR LA CINTA.

El niño de 6 a 12 meses debe poder emitir cuatro sonidos distintos: ma-ma, ba-ba, da-da y ta-ta. El bebé debe reconocer su propio nombre cuando se le habla. El bebé, a esta edad, puede tirar los juguetes y gatear hasta alcanzarlos; responder al ritmo de la música; reaccionar propiamente cuando se le indique que "sí" o que "no"; empezar a caminar cogido de la mano; sujetar un bloque en cada mano y tocarlos como aplaudiendo; gatear a su alrededor para explorar. También querrá que se le cargue y se le acaricie.

MUESTRE LA TARJETA DE LAMINAS AMARILLA.

A esta edad usted puede ayudar al desarrollo del niño imitando sonidos hablados; llamándolo por su nombre; escondiendo sus juguetes y haciendo que los encuentre; dejándole mirarse en un espejo; mostrándole sus ojos, su boca y su nariz; leyéndole cuentos y versos infantiles mientras le enseña láminas sobre los mismos; animándole a que explore y dándole instrucciones sencillas, tales como, "toma tu leche".

APAGUE LA CINTA.

REPARTA LA TABLA DE CRECIMIENTO VERDE.

ECHE A ANDAR LA CINTA.

El niño de 12 a 18 meses debe poder señalar sus propios ojos y nariz; pasar las páginas de un libro, señalar láminas; repetir palabras que se le digan; llenar recipientes; decir cosas como "comer", "todo", "no mas" y "gusta"; seguir instrucciones sencillas; coger juguetes; imitar los quehaceres de la casa; mostrar celos; armar rompecabezas de dos piezas; tirar pelotas grandes; y comer solo.

MUESTRE LA TARJETA DE LAMINAS VERDE.

Usted puede ayudar al desarrollo del niño dándole instrucciones positivas sencillas; animándole a que coma solo; practicando juegos sencillos con el niño; dejándole ayudar en los quehaceres de la casa; procurándole juguetes con ruedas para halar o empujar; estando consciente de la necesidad del niño de que usted le brinde su completa atención personal, y dedicando tiempo a caminar y hablar con el niño o correr con él.

APAGUE LA CINTA.

REPARTA LA TABLA DE CRECIMIENTO BLANCA.

ECHE A ANDAR LA CINTA.

Cuando el niño tiene de 18 meses a dos años de edad, ya debe poder guardar sus juguetes; recordar cuáles son sus libros, cantos y amigos preferidos; seguir dos o tres instrucciones a la vez; preguntar "por qué"; cargar y abrazar sus juguetes suaves favoritos. También debe poder expresar su enojo dando bofetadas, pegando, pateando y mordiendo.

MUESTRE LA TARJETA DE LAMINAS BLANCA.

Ayude al niño a crecer a esta edad, guiándole con cariño y una actitud positiva hacia reacciones y sentimientos fuertes. Proporciónele más libros nuevos y hágale cuentos, canciones y versos infantiles, relacionados al niño y sus alrededores. Déle instrucciones más detalladas; conteste sus preguntas. Comience a jugar "a las casitas", fregar platos, darle de comer a las muñecas, y anímelo a brincar, saltar y correr. Este es la edad adecuada para empezar a entrenar al niño en sus necesidades sanitarias.

Las tablas de crecimiento que ustedes han recibido las pueden utilizar como referencia en el futuro, según su niño llegue a cada una de esas edades. Recuerde que para cubrir las necesidades del niño a cualquier edad, usted debe proporcionarle comida, ropa, abrigo, calor, compañía y cuidados afectuosos. Interésese en el niño. Escúchele. Bríndele elogios y admiración; disciplínele cuando sea necesario; y dígale que le quiere.

UTILICE LAS SIGUIENTES PREGUNTAS PARA EVALUAR Y RESUMIR LA LECCION:

"Qué hubo en la lección que usted ya sabía?"

"Que hubo en la lección que usted no sabía?"

"Qué fue lo que más le gustó de la lección?"

"Que mas le gustaría saber sobre el Crecimiento de los Niños, que no estuvo incluído en la lección?"

SELECCIONE EL TEMA PARA LA PROXIMA LECCION.

MUESTRE LA TARJETA NEGRA DE TEMAS.

> "De qué les gustaría tratar en nuestra próxima reunión?"

NOTA:

SI SE ELIGE PLANEANDO COMIDAS PARA NIÑOS:

> "Traiga copiada a la próxima reunión, la receta de un plato que a sus hijos les guste."

SI SE ELIGE JUGUETES DE NIÑOS:

> "Traiga dos de los juguetes favoritos de sus hijos a la próxima reunión."

FIJE LA HORA Y FECHA DE LA PROXIMA REUNION.

GROWTH CHART

INFANT FROM BIRTH TO THREE MONTHS

THE INFANT SHOULD BE ABLE TO:

RESPOND TO LIGHT AND SOUND
CRY WHEN HUNGRY OR UNCOMFORTABLE
LIFT HIS HEAD AND TURN FROM SIDE TO SIDE
GRASP AND RELEASE A RATTLE PLACED IN HIS HAND

ACTIVITIES TO ENCOURAGE DEVELOPMENT:

TALK SOFTLY, SING AND PAT THE CHILD
HOLD AND CARRY THE CHILD
PLAY SOFT MUSIC
ROCK AND STROKE THE CHILD
EXERCISE ARMS BY RAISING THEM OVER THE CHILD'S HEAD GENTLY
EXERCISE LEGS AS HE LIES IN YOUR LAP
LET THE CHILD GRASP YOUR FINGERS OR A RATTLE

(duplicate on blue paper)

GROWTH CHART

THREE MONTHS TO FIVE MONTHS

THE INFANT SHOULD BE ABLE TO:

GRASP AND DRAW HIS BOTTLE TO HIS MOUTH

BANG OR DRUM ON HIGH CHAIR

RECOGNIZE DIFFERENT TASTES AND TEXTURES

LAUGH OUTLOUD

SMILE AT IMAGE IN THE MIRROR

HOLD OUT ARMS TO MOTHER

PLAY WITH HANDS AND FINGERS

ROLL OVER

START CRAWLING MOVEMENTS

ACTIVITIES TO ENCOURAGE DEVELOPMENT:

PLACE BABY ON BLANKET ON THE FLOOR AND SIT BESIDE HIM

PLACE BRIGHT TOYS CLOSE TO HIM (PLASTIC BLOCKS, SOFT CLUTCH BALLS, BELL RATTLES)

TALK TO HIM

PLAY PEEK-A-BOO, USE BLANKET IN BED TO HIDE FACE, DROP BLANKET SAY, PEEK-A-BOO

SIT IN FRONT FACING BABY, SING NURSERY RHYMES, CLAP HANDS SOFTLY

REPEAT ONE SOUND HE HAS MADE, WAIT FOR HIM TO MAKE ANOTHER SOUND, REPEAT THAT SOUND

(duplicate on pink paper)

GROWTH CHART

SIX MONTHS TO TWELVE MONTHS

THE INFANT SHOULD BE ABLE TO:

- MAKE SOUNDS, MA-MA, BA-BA, DA-DA, AND TA-TA
- RECOGNIZE HIS OWN NAME WHEN SPOKEN
- THROW TOYS AND CRAWL AFTER THEM
- RESPOND TO RHYTHM OF MUSIC
- RESPOND TO YES AND NO GUIDANCE
- BEGIN WALKING HOLDING ON TO THINGS
- CLAP BLOCKS TOGETHER
- CRAWL TO EXPLORE
- WANT TO BE HELD AND TOUCHED

ACTIVITIES TO ENCOURAGE DEVELOPMENT:

- IMITATE SPEECH SOUNDS
- CALL HIM BY NAME
- HIDE TOYS AND HAVE HIM FIND THEM
- LET HIM LOOK AT HIMSELF IN A MIRROR, SHOW HIM HIS EYES, MOUTH, AND NOSE
- READ HIM PICTURE STORIES AND NURSERY RHYMES
- GIVE SIMPLE INSTRUCTIONS, SUCH AS "DRINK YOUR MILK"
- ENCOURAGE EXPLORING

(duplicate on yellow paper)

GROWTH CHART

TWELVE MONTHS TO EIGHTEEN MONTHS

THE INFANT SHOULD BE ABLE TO:

- POINT TO HIS EYES, AND NOSE
- TURN PAGES IN A BOOK
- POINT AT PICTURES
- REPEAT WORDS SAID TO HIM
- FILL EMPTY CONTAINERS
- BE ABLE TO VERBALIZE "EAT", "ALL GONE", "NO MORE", AND "GOOD"
- FOLLOW SIMPLE DIRECTIONS
- PICK UP TOYS
- IMITATE HOUSEWORK
- DEMONSTRATE JEALOUSY
- WORK TWO PIECE PUZZLES
- THROW A LARGE BALL
- FEED SELF

ACTIVITIES TO ENCOURAGE DEVELOPMENT:

- GIVE SIMPLE POSITIVE INSTRUCTIONS
- ENCOURAGE SELF-FEEDING
- PLAY SIMPLE GAMES
- ALLOW TO HELP WITH HOUSEHOLD DUTIES
- PROVIDE WHEEL TOYS TO PUSH AND PULL
- BE AWARE OF CHILD'S NEED FOR INDIVIDUAL UNDIVIDED ATTENTION
- PROVIDE SPECIAL TIME JUST FOR THE CHILD
- WALK AND RUN WITH THE CHILD

(duplicate on green paper)

GROWTH CHART

EIGHTEEN MONTHS TO TWENTY FOUR MONTHS

THE INFANT SHOULD BE ABLE TO:

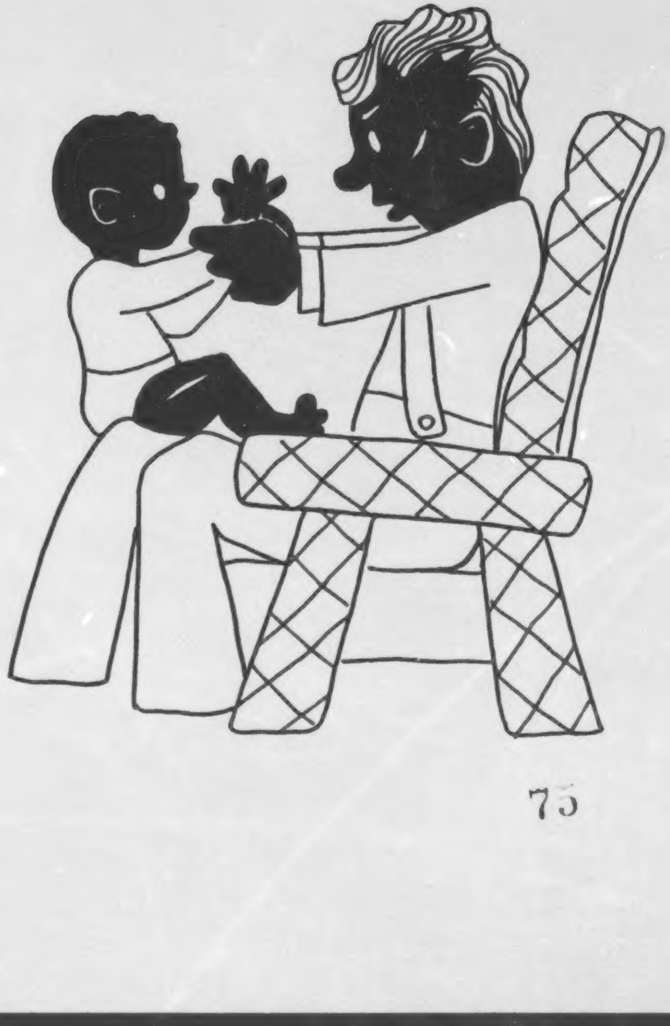
- PUT HIS TOYS AWAY
- REMEMBER FAVORITE BOOKS, SONGS, AND FRIENDS
- FOLLOW 2 OR 3 SIMPLE DIRECTIONS AT ONE TIME
- BEGIN TO ASK "WHY"
- CARRY AND HUG HIS FAVORITE SOFT TOYS
- SHOW VARIOUS TYPES OF ANGER SUCH AS SLAPPING, HITTING, KICKING, AND BITING

ACTIVITIES TO ENCOURAGE DEVELOPMENT:

- SHOW WARM AND POSITIVE GUIDANCE FOR INTENSE FEELINGS AND REACTIONS
- INTRODUCE MORE BOOKS
- MAKE UP STORIES, SONGS, RHYMES, RELATED TO SELF AND SURROUNDINGS
- GIVE MORE DETAILED DIRECTIONS
- ANSWER QUESTIONS
- INTRODUCE TOILET TRAINING
- INTRODUCE "PLAYING HOUSE", "WASHING DISHES", AND "FEEDING DOLLS"
- ENCOURAGE HOPPING, JUMPING AND RUNNING

(duplicate on white paper)

74 (mount on blue poster board)



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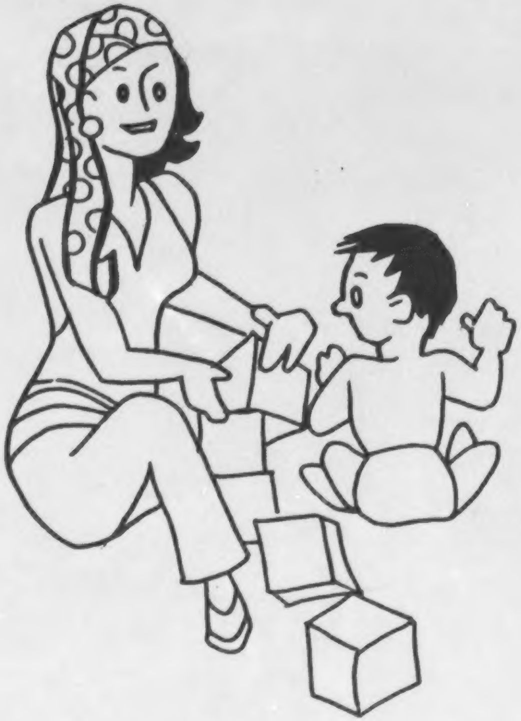

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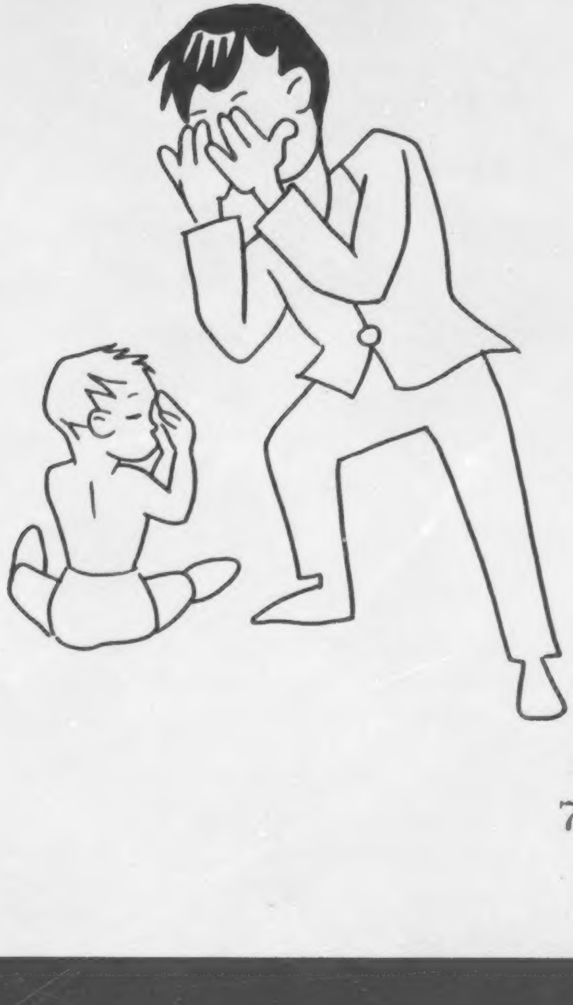
76



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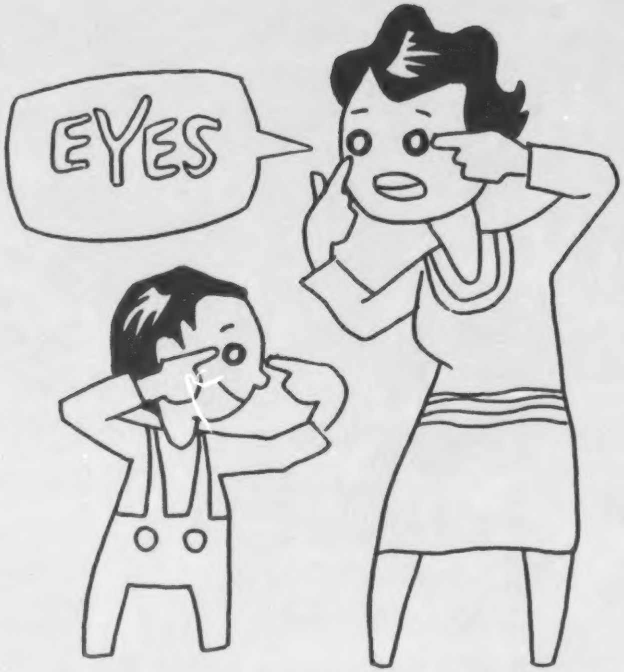

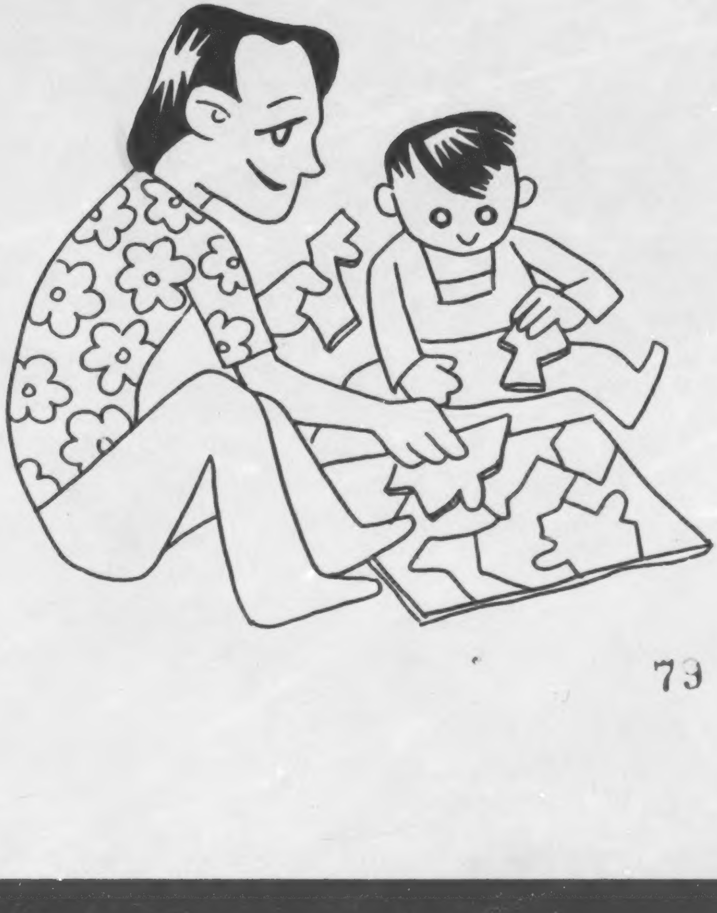

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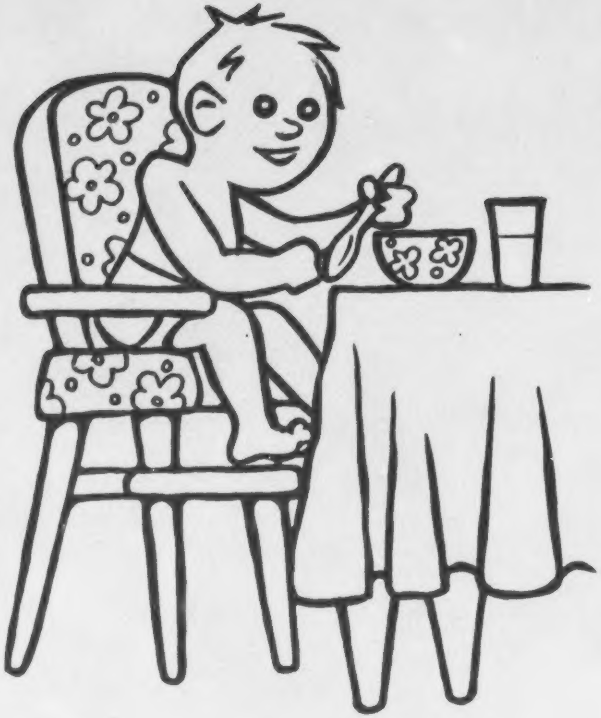

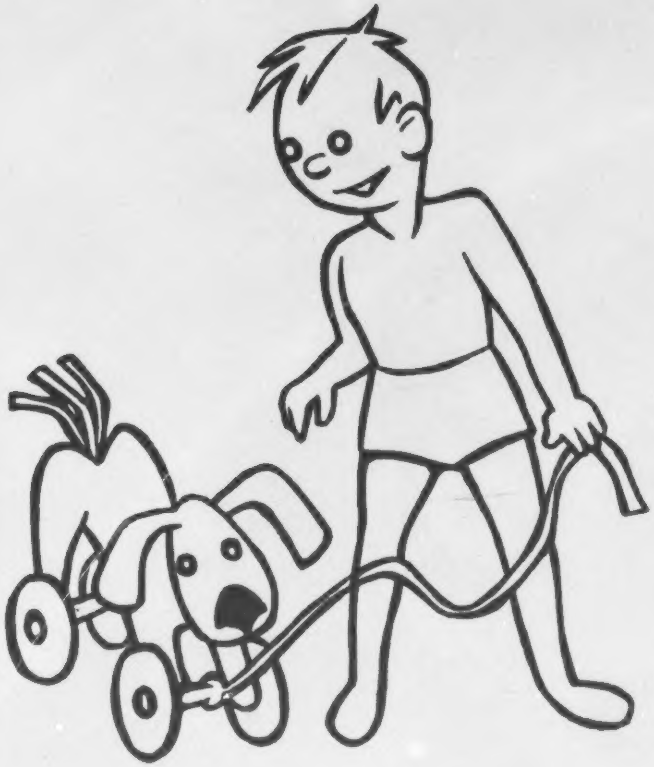

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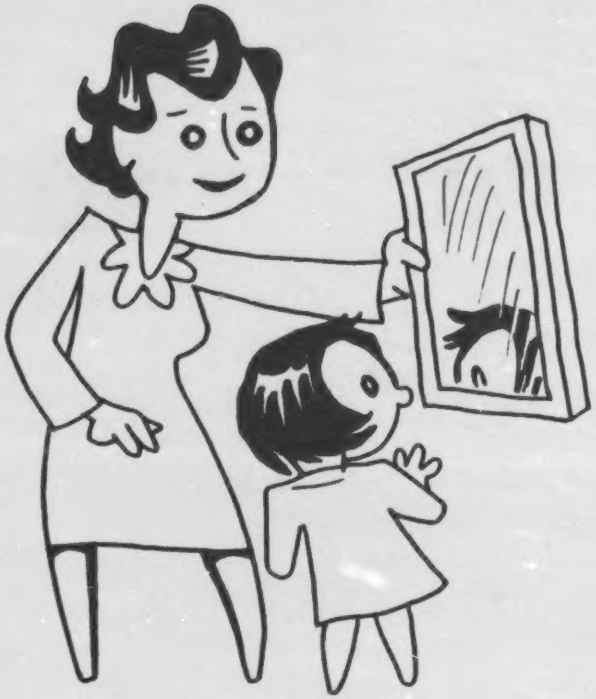
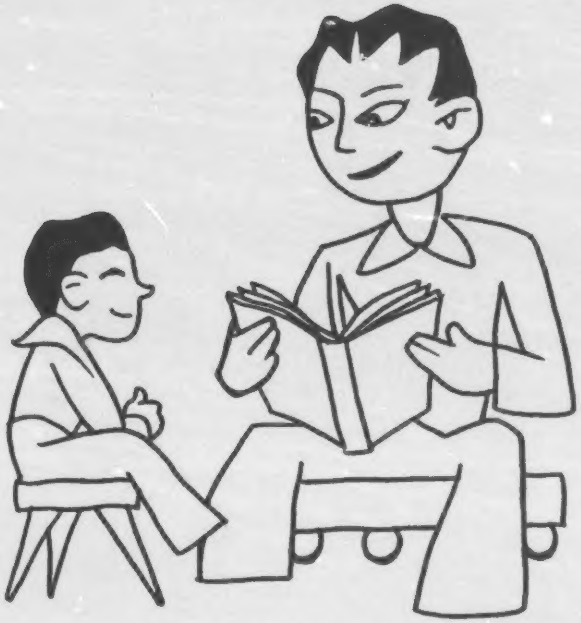


(mount on white poster board)

82



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DISCIPLINE AND CHILDREN
SESSION

Parenting Education: An Exemplary
Program for Rural/Migrant Youth
and Adults

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DISCIPLINE & CHILDREN

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DOE Project # 1-3D32

Florida International University

Home Economics Education

Discipline & Children

Directions for the Experienced Parent

The purpose of this session is to talk about discipline, and learn some guidelines for avoiding discipline problems.

For this lesson your kit should include:

1. two tape recorders
2. a blank cassette tape
3. Lesson Tape - Discipline & Children
4. flannel board
5. words for flannel board
6. guideline illustrations (three)
7. case study illustrations (three)
8. Parent Take Home Sheet

Check your kit to see that all supplies are there.

Before your group arrives, set up one tape recorder with the blank cassette tape so that you can record the lesson. Remember to turn the tape to side two when side one is finished. Set up the other tape recorder with Lesson Tape - Discipline & Children. Check both recorders to see that they are in working order.

Re-read your lesson outline to see that all materials are ready for use.

Discipline & Children

SUGGESTIONS FOR BEGINNING THE LESSON.

> "At our last meeting you selected the topic for today's session - Discipline & Children. We have all seen behavior problems as we've gone to the store, church or visited in other people's homes.

PUT WORDS ON FLANNEL BOARDS AND GET SUGGESTIONS FROM GROUP.

> "What examples can you give of temper tantrums?"
>
> "What examples can you give of fighting?"
>
> "What examples can you give of talking back?"
>
> "What examples can you give of refusing to clean up?"

TURN ON TAPE.

There is not a set method of making children behave, but we can set up some general guidelines to help children behave. Your Experienced Parent will show you pictures as I discuss three guidelines.

HOLD UP RED GUIDELINE.

Rules - It is very important that at an early age you tell the child what you expect.

Children don't know what we expect from them unless we tell them. So it is very important as we learned in our Communication Skills Lesson that we tell the child the rules and make sure he understands them.

For example, if your child is to always sit when riding in the car, you must tell your child this and repeat it often. Tell him what will happen if he doesn't follow the rule, how he could get hurt when standing in the car.

HOLD UP BLUE GUIDELINE.

The second part of the guidelines is that you must be consistent. Once you made a rule, you must follow it. It must not be alright one day and wrong the next day for the child to stand. It takes time and patience but you must keep the rule at all times or you will confuse the child as to what he can or can't do.

HOLD UP GREEN GUIDELINE.

Third, you are an example for your child, your child learns many things by copying you so make sure that you are setting a good example for your child to follow. Young children do not know right from wrong, they set their beginning behavior patterns by copying the example closest to them which is usually their parents, or brothers or sisters. For example, a child can't understand if you tell a child it is wrong to tell a lie and then you tell someone a small lie.

Think back to the discipline problems you discussed earlier and see if you can come up with some solutions by using the three guidelines - setting rule, be consistent and setting an example.

Select one problem for each of the four discipline problem areas listed on the flannel board and use the following questions to discuss them.

"What rule should have been given to the child?"

"How could the parent be an example?"

"What would the parent need to do to be consistent?"

TURN OFF TAPE AND DISCUSS.

TURN ON TAPE.

Now I am going to give you some problems. Afterwards, your Experienced Parent will turn the tape off. Discuss what you would do to handle the situation.

HOLD UP YELLOW CASE STUDY.

Frank, age 4½, asked Karen, age 4, to visit for the afternoon. They have been playing in the sandbox for the past hour. Frank appears, tears streaming down his face and a head full of sand. Karen comes in and proudly announces that she threw sand at Frank because he had taken away the truck she was playing with before she had finished.

TURN OFF TAPE AND DISCUSS CASE STUDY.

"What would you do?"
"What rule would you make?"
"How would you follow through?"

TURN ON TAPE.

The problem between Frank and Karen involves feelings. Ask Karen how Frank feels getting sand in his hair and face. Would she like it? Ask Frank how Karen felt when he took the truck from her. The parent could make a rule that there will be no more fighting or the children can't play in the sandbox together anymore. Remember, if it happens again, the rule you made must be enforced.

HOLD UP ORANGE CASE STUDY.

Here is the next example. It is half an hour before dinner. Sam, age 4, asks for a cookie. He has already had four in the past hour, and you tell him, "No more for today." Sam reacts by stamping his feet, throwing a book on the floor, and telling you that he will kick you if he doesn't get another cookie.

TURN OFF TAPE AND DISCUSS CASE STUDY.

"What would you do?"
"What rule would you make?"
"How would you follow through?"

TURN ON TAPE.

In this example Sam seems to think that if he gets angry, he will get his way. Now would be the time to tell him that you meant "no" and stick by the "no". If necessary you may need to let Sam finish his anger and then try to talk to him. As adults we know that when we are angry, it is hard for us to discuss things during that anger. The rule needs to be made clear to Sam as to if he is allowed snacks, or how many snacks before dinner. Then this needs to be enforced.

HOLD UP WHITE CASE STUDY.

Flora's bedtime is 8:00. It is already 8:45 and she is not yet asleep. She has gotten up three times to tell you something that she forgot to tell you before she went to bed. Now she is calling for a drink of water.

TURN OFF TAPE AND DISCUSS CASE STUDY.

"What would you do?"

"What rule would you make?"

"How would you follow through?"

TURN ON TAPE.

Flora needs to be put to bed and see that all the things she needs to tell you are done before this. The parent might try setting aside 15 minutes before 8 to talk to Flora and get her settled. If she comes out - send her back and tell her you will talk to her in the morning. Again, be consistent. Children, if they are allowed to do something once, assume it is alright and will continue to try to do it.

Later, with all three cases you must begin to establish rules and follow through. Problems will not disappear overnight but if you continue there should be improvement.

Let's review the three guidelines again.

- Let the child know the rule and what will happen if he doesn't follow the rule.
- Be consistent in enforcing your rules and make sure other family members follow the same procedures you are doing, so as not to confuse the child.
- Remember you are an example for your child. He learns by what he sees you do.

USE THE FOLLOWING QUESTIONS TO EVALUATE AND SUM UP THE LESSON.

"What was included in the lesson that you already knew?"

"What was included in the lesson that you didn't know?"

"What did you like best about the lesson?"

"What did you like least about the lesson?"

"What would you like to know about discipline & children that was not included in the lesson?"

PASS OUT PARENT TAKE HOME SHEET.

HOLD UP BLACK TOPIC CARD.

> "What would you like to talk about at our next meeting?"

NOTE:

IF PLANNING CHILDREN'S MEALS IS SELECTED:

> "Bring a copy of a recipe for a food your children like to our next meeting."

IF CHILDREN'S TOYS IS SELECTED:

> "Bring two of your children's favorite toys to our next session."

SET TIME AND DATE FOR NEXT MEETING.

EDUCACION FAMILIAR:
UN PROGRAMA EJEMPLAR PARA
JOVENES y ADULTOS RURALES/MIGRANTES

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LA DISCIPLINA y LOS NIÑOS

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Proyecto DOE #1-3D32

UNIVERSIDAD INTERNACIONAL DE LA FLORIDA
CATEDRA DE ECONOMIA DOMESTICA

La Disciplina y Los Niños

Instrucciones para el Padre con Experiencia

El propósito de esta sesión es hablar sobre la disciplina, y aprender algunas medidas a tomar para evitar problemas de disciplina.

Para esta lección necesitará el siguiente equipo:

1. Dos grabadoras
2. Una cinta de grabar en blanco
3. La cinta - La Disciplina y los Niños
4. Pizarra de franela
5. Palabras para la pizarra de franela
6. Ilustraciones modelo (tres)
7. Ilustraciones de casos modelo (tres)

Revise su equipo para asegurarse que contiene todo lo necesario.

Antes de que llegue su grupo, prepare una de las grabadoras con la cinta en blanco para poder grabar la lección. Recuerde virar la cinta hacia el lado #2 cuando haya terminado el #1. Prepare la otra grabadora con la cinta de la Lección - "La Disciplina y los Niños". Revise ambas grabadoras para asegurarse que funcionan debidamente.

Lea de nuevo su plan para la clase para asegurarse que todos los materiales están listos.

La Disciplina y Los Niños

SUGERENCIAS PARA COMENZAR la LECCION

"En nuestra última reunión ustedes seleccionaron el tema para la sesión de hoy - "Los Niños y la Disciplina". Todos hemos visto problemas de conducta en los niños cuando hemos ido a las tiendas, la iglesia, o de visita a otros hogares."

PONGA PALABRAS EN LA PIZARRA DE FRANELA y PIDA SUGERENCIAS AL GRUPO.

"Qué ejemplos pueden dar ustedes de "perretas"?"

"Qué ejemplos pueden dar ustedes de "peleas"?"

"Qué ejemplos pueden dar ustedes de "malas contestas"?"

"Qué ejemplos pueden dar ustedes de "negarse a recoger o limpiar"?"

ECHE A ANDAR LA CINTA.

No existe ningún método fijo de hacer que los niños se porten bien, pero podemos establecer algunas reglas generales que ayudarán a que los niños se comporten debídamente. Su Padre con Experiencia les mostrará las ilustraciones mientras yo discuto tres reglas o medidas a tomar.

MUESTRE LA REGLA ROJA.

Reglas de Disciplina - Es muy importante que usted le diga al niño lo que usted espera de él desde una temprana edad.

Los niños no saben lo que esperamos de ellos a menos que se lo digamos. Por eso es muy importante que, tal como aprendimos en nuestra Lección de Técnicas de Comunicación, le digamos al niño las reglas y nos aseguremos que las hayan comprendido.

Por ejemplo, si el niño debe estar sentado siempre que viaje en el automóvil, se le debe decir y repetir a menudo. Dígale lo que le puede pasar si no cumple con la regla, y cómo pudiera lastimarse si se para en el auto.

MUESTRE LA REGLA AZUL.

El segundo paso a seguir en las reglas de disciplina es ser consistente. Una vez que usted establezca una regla, debe mantenerla. No puede ser que esté bien que un día el niño se pare en el auto y que otro dia esté mal. Esto requiere tiempo y paciencia, pero usted debe mantenerse firme en la regla siempre, o el niño se confundirá entre lo que puede o no puede hacer.

MUESTRE LA REGLA VERDE.

Tercero - usted es un ejemplo para el niño; el niño aprende muchas cosas copiando lo que usted hace, por lo tanto, asegúrese que usted le está dando un bun ejemplo a seguir. Los niños chiquitos generalmente no saben diferenciar el bien del mal; ellos basan sus primeros patrones de comportamiento copiando el ejemplo más cercano - que casi siempre es el de los padres, hermanos o hermanas. Por ejemplo, un niño no puede comprender que se le diga que decir mentiras es malo y que después usted le diga una mentira a otra persona.

Piensen en los problemas de disciplina que discutimos al principio y veamos si podemos encontrar algunas soluciones utilizando las tres reglas discutidas:
1) establecer la norma; 2) ser consistente y;
3) dar el ejemplo.

Escoja un ejemplo por cada tipo de problema disciplinario en la pizarra de franela y use las siguientes preguntas para discutirlas:

"Qué regla se le debió explicar al niño?"

"Cómo pudo el padre servir de ejemplo?"

"Qué debía hacer el padre para ser consistente?"

APAGUE LA GRABADORA Y DISCUTAN LAS SOLUCIONES.

ECHE A ANDAR LA GRABADORA.

Ahora voy a darles algunos problemas. Después, su Padre con Experiencia apagará la grabadora. Discutan lo que harían ustedes para manejar la situación.

MUESTRE EL CASO AMARILLO.

Francisco, de 4-1/2 años, le dijo a Caridad, de 4 años, que viniera de visita por la tarde. Los niños han estado jugando en la arena durante una hora. Francisco aparece, llorando a lágrima viva y con la cabeza llena de arena. Caridad entra y dice orgullósamente que ella le tiró arena a Francisco porque él le había quitado el camión con que ella estaba jugando, antes de que ella hubiese terminado.

APAGUE LA GRABADORA Y DISCUTA EL CASO.

"Qué haría usted?"

"Qué regla establecería usted?"

"Cómo la haría cumplir?"

ECHE A ANDAR LA GRABADORA.

En el problema entre Francisco y Caridad están envueltos los sentimientos. Pregúntele a Caridad cómo se siente Francisco teniendo arena en la cara y en el pelo. Le gustaría eso a ella? Pregúntele a Francisco cómo se sintió Caridad cuando él le quitó el camión. El padre pudiera hacer la regla "que no pueden haber mas peleas o de lo contrario no podrán jugar juntos en la arena de nuevo." Recuerden: Si la pelea se repite, la regla debe ser cumplida.

MUESTRE EL CASO ANARANJADO.

Este es el próximo ejemplo: Falta media hora para la cena. Pepito, de 4 años, pide una galletica. El ya se ha comido cuatro galleticas durante la última media hora, y usted le contesta, "Ni una más por hoy." Pepito reacciona pataleando, tirando un libro al suelo, y diciéndole a usted que le pateará si no le da otra galletica."

APAGUE LA GRABADORA Y DISCUTA EL CASO.

"Qué haría usted?"

"Qué regla establecería?"

"Cómo la haría cumplir?"

ECHE A ANDAR LA CINTA.

En el ejemplo, Pepito parece pensar que si se pone bravo, se saldrá con la suya. Este debe ser el momento de decirle que "no" y mantenerse firme en el "no". Si es necesario, usted puede dejar que Pepito ventile su enojo y luego tratar de hablarle. Como adultos, nosotros sabemos que cuando estamos enojados, nos cuesta trabajo razonar y discutir en ese momento. La regla debe aclarársele a Pepito en cuanto a si se le permite comer chucherías antes de la cena, y si es asi, que cantidad. Después, la regla se debe cumplir.

MUESTRE EL CASO BLANCO.

La hora de Flora ir a dormir es a las 8:00. Ya son las 8:45 y Flora todavía está despierta. Se ha levantado tres veces para decirle algo que se le había olvidado decir antes de acostarse. Ahora está pidiendo un poco de agua.

APAGUE LA CINTA y DISCUTA EL CASO:

"Que haría usted?"

"Que regla estableceria?"

"Como la haría cumplir?"

ECHE A ANDAR LA CINTA.

Hay que acostar a Flora y hacerle ver que debe decir todo lo que tiene que decir antes de acostarse. El padre o la madre quizás deba dedicar 15 minutos antes de las 8 para conversar con Flora y tranquilizarla. Si ella se levanta - mándela a su cuarto y dígale que le hablará por la mañana. Recuerde, sea firme. Los niños, cuando se les permite hacer algo una vez, piensan que está bien y continuarán tratando de hacer lo mismo. ..

Luego, en cada uno de los tres casos, usted debe empezar a establecer reglas y hacerlas cumplir. Los problemas no desaparecerán de la noche a la mañana, pero si usted contiúa siendo firme, notará la mejoría.

Revisemos las tres reglas básicas de nuevo:

- Hágale saber al niño cual es la regla y lo que pasará si no la cumple.
- Sea firme y consistente en mantener la regla y asegúrese que los demás miembros de la la familia hagan lo mismo, para no confundir al niño.
- Recuerde que usted es un ejemplo para su hijo. El niño aprende mirando lo que usted hace.

USE LAS PREGUNTAS SIGUIENTES PARA EVALUAR Y RESUMIR LA LECCION.

> "Qué hubo en la lección que usted ya sabía?"
>
> "Qué hubo en la lección que usted no sabía?"
>
> "Qué fue lo que más le gustó de la lección?"
>
> "Qué fue lo que menos le gustó de le lección?"
>
> "Qué otra cosa le gustaría saber sobre los niños y la disciplina que no fue incluído en la lección?"

SELECCIONE EL TEMA PARA LA PROXIMA LECCION.

MUESTRE LA TARJETA NEGRA.

> "De qué les gustaría tratar en nuestra próxima reunión?"

NOTA:

SI SELECCIONAN "PLANEANDO COMIDAS DE NIÑOS":

> "Traigan copiada a la próxima reunión, la receta de un plato que a sus hijos les guste."

SI SELECCIONAN "JUGUETES DE NIÑOS":

> "Traigan dos de los juguetes preferidos de sus hijos a la próxima reunión."

FIJE LA HORA Y EL DIA DE LA PROXIMA REUNION.

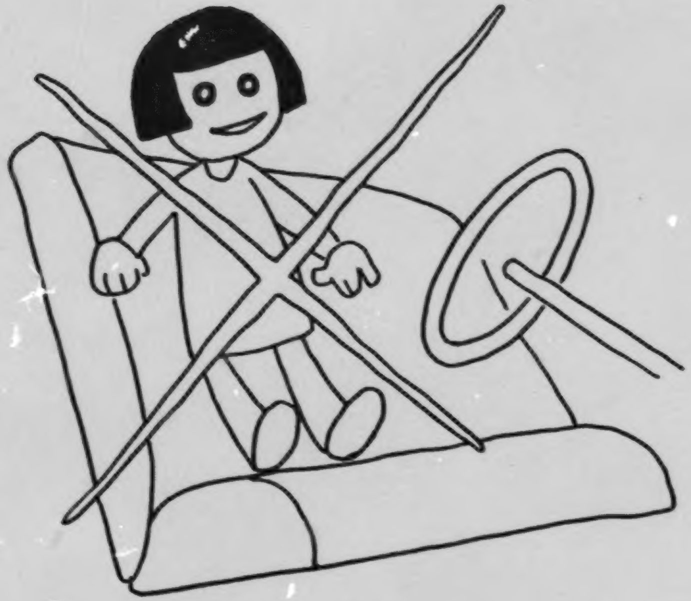
Temper Tantrums

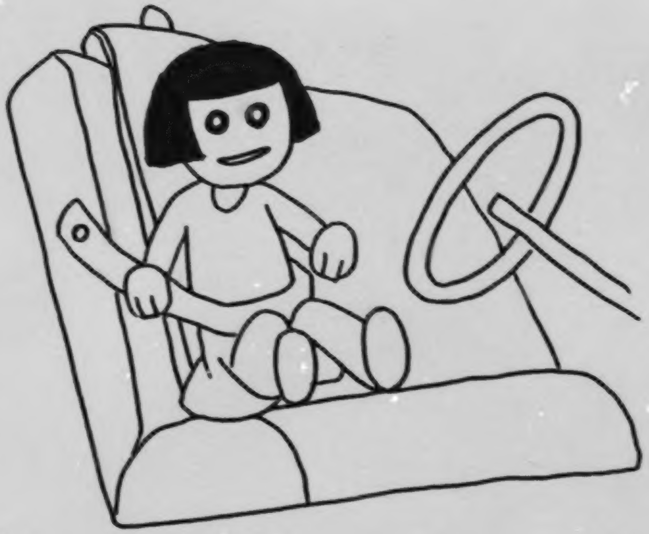
Fighting

Talking Back

Refusing to Clean Up

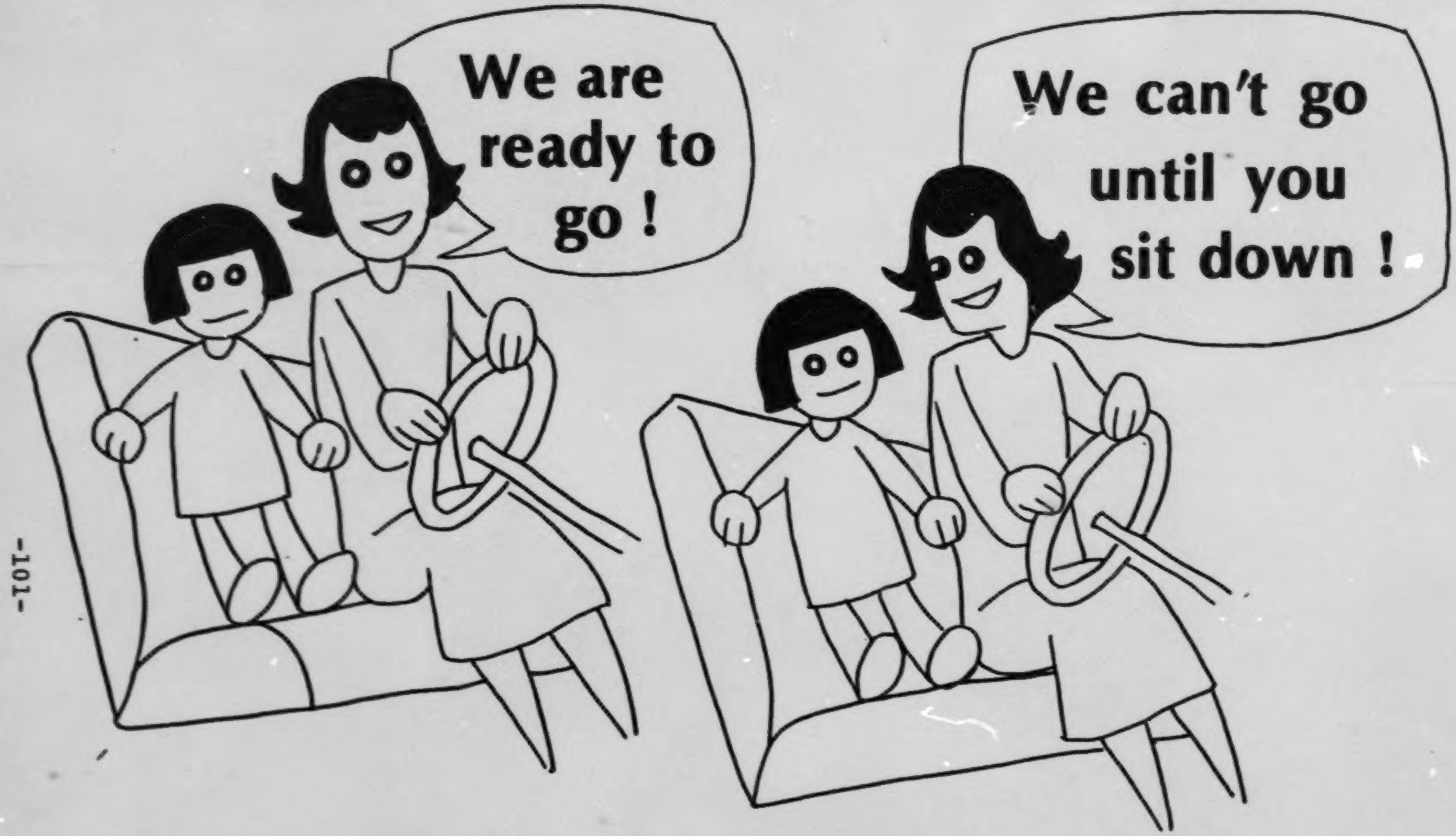
(separate and mount on poster board for use on flannel board)





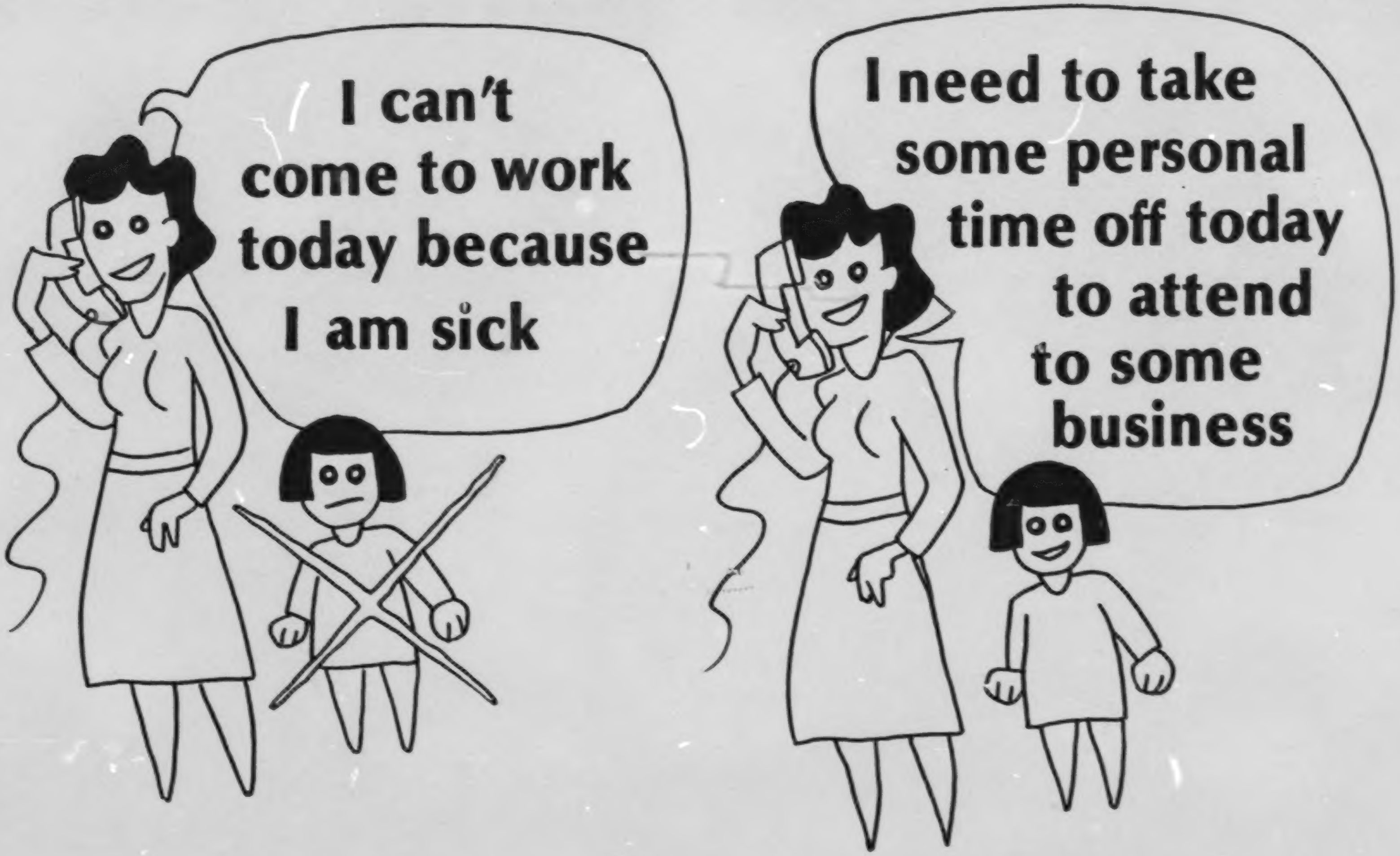
Tell The Child The Rule

(mount on red poster board)


We are ready to go !
We can't go until you sit down !

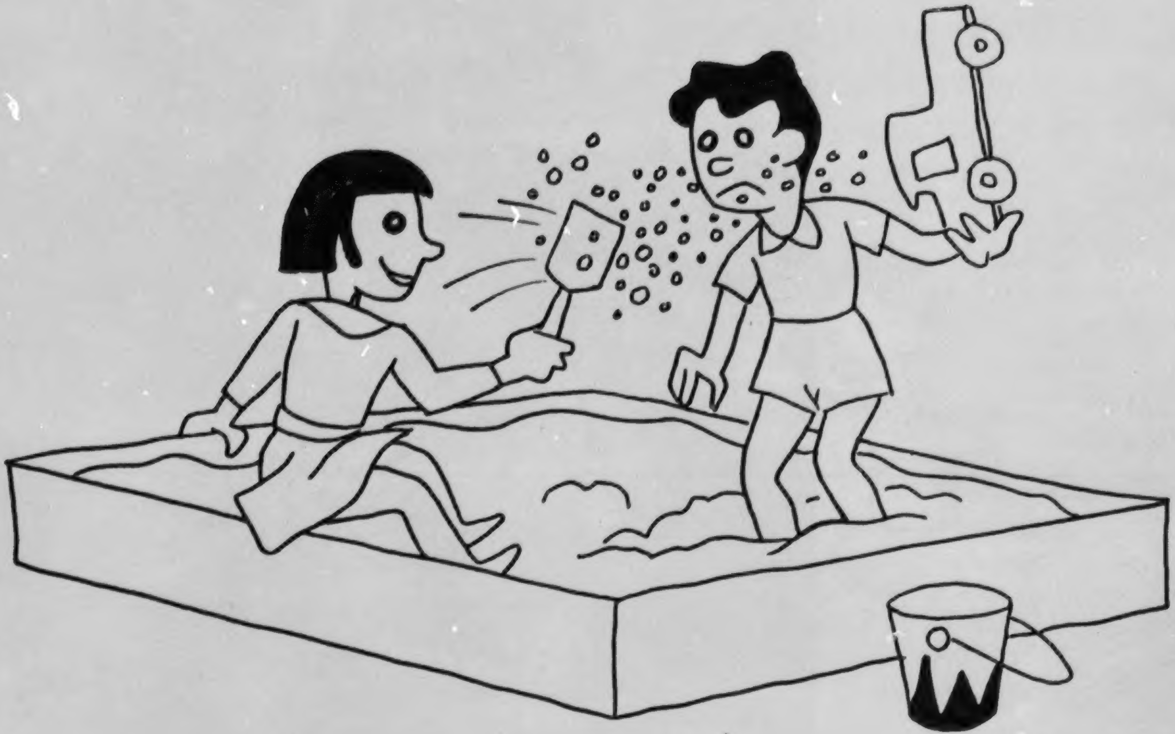
Be Consistent

(mount on blue poster board)

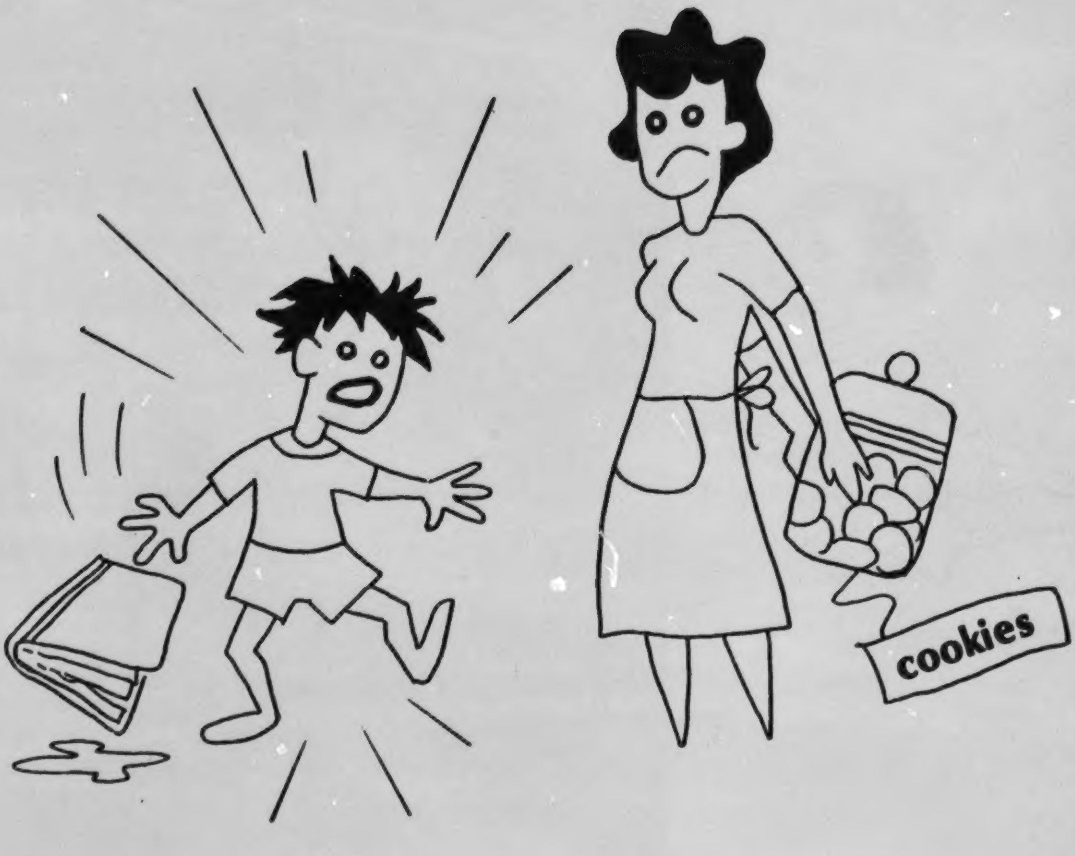

I can't come to work today because I am sick
I need to take some personal time off today to attend to some business

You Are An Example

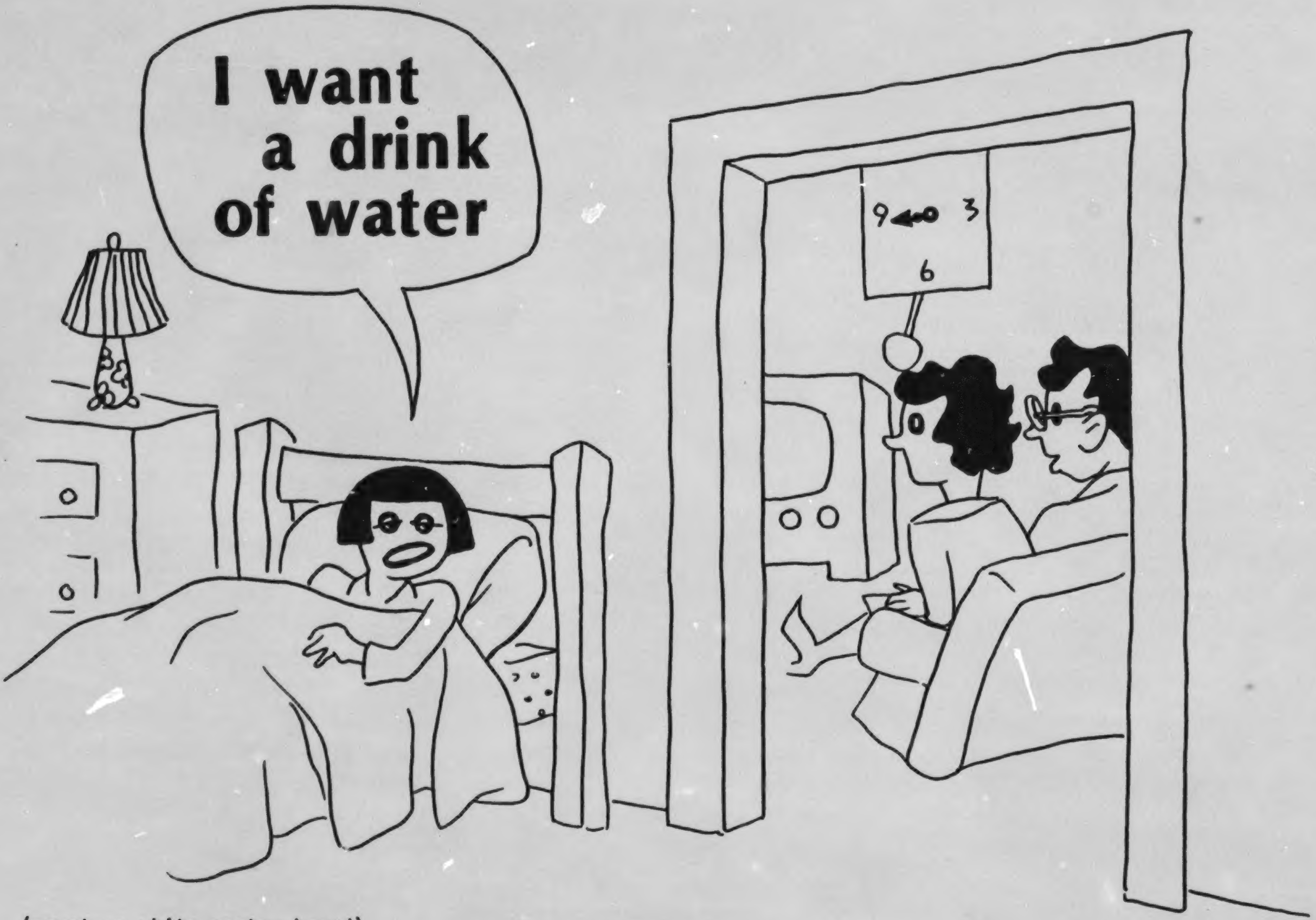
(mount on green poster board)



(mount on yellow poster board)



(mount on orange poster board)


I want a drink of water
9 3
6

(mount on white poster board)

(parent take home sheet)

DISCIPLINE AND CHILDREN

LET THE CHILD KNOW THE RULE AND WHAT WILL HAPPEN IF HE DOESN'T FOLLOW THE RULE.

BE CONSISTENT IN ENFORCING YOUR RULES AND MAKE SURE OTHER FAMILY MEMBERS FOLLOW THE SAME PROCEDURES YOU ARE DOING SO AS NOT TO CONFUSE THE CHILD.

REMEMBER YOU ARE AN EXAMPLE FOR YOUR CHILD. HE LEARNS BY WHAT HE SEES YOU DO.

PREPARING SNACKS
SESSION

PARENTING EDUCATION: AN EXEMPLARY PROGRAM FOR RURAL/MIGRANT YOUTH AND ADULTS

PREPARING SNACKS

DOE Program # 1-3D32

Florida International University

Home Economics Education

Preparing Snacks

Directions for the Experienced Parent

The purpose of this session is to talk about preparing nutritious snacks with children in an effort to improve the child's snack habits.

For this lesson your kit should include:

1. two tape recorders
2. a blank cassette tape
3. Lesson Tape - Preparing Snacks
4. newsprint
5. magic marker
6. recipes
7. ingredients for one snack and dishes in which to prepare the snack
8. parent take home sheet

Check your kit to see that all supplies are there.

Before your group arrives, set up one tape recorder with the blank cassette tape so that you can record the lesson. Remember to turn the tape to side two when side one is finished. Set up the other tape recorder with the Lesson Tape - Preparing Snacks. Check both tape recorders to see that they are in working order.

Reread your lesson outline to see that all materials are ready for use.

Preparing Snacks

SUGGESTIONS FOR BEGINNING THE LESSON.

"At our last meeting you selected the topic for today's lesson - Preparing Snacks. What kind of snacks do your children like?"

MAKE A LIST OF PARENT RESPONSES ON NEWSPRINT.

TURN ON TAPE AFTER PARENTS HAVE LISTED THEIR CHILDREN'S SNACKS.

Today we are going to discuss getting our children to eat foods which are good for them. My little friend Jerry would like to tell you what he likes.

"I like to eat pretty colored food. I like food I can hold - lettuce, pieces of carrots and slices of apples (peeled, please). I like my meat cut into little pieces. It is fun to eat foods that go crunch. I like food warm; not real hot or real cold. I like a little bit on my plate at one time. I like to feed myself. I don't like vegetables with strings in them, either. I don't like gummy things that stick in my mouth. A whole glass of milk almost fills my tummy. Then there isn't much room left. I'd rather leave my milk till last. I like my own plate, cup, spoon and fork, especially when they are the right size for me. I like to help you fix my food."

Thank you, Jerry, for telling us your feelings about eating.

Here are some suggestions to encourage our children to eat food which will help them develop healthy teeth and bodies. Serve child-size portions. Allow enough time for the child to eat. Encourage the child to eat, but don't force the child to eat. If the child doesn't eat the meals prepared for him, don't give snacks such as cookies, candy or cake between meals. Have a relaxed atmosphere while children are eating. Encourage pleasant family conversations during meals. Serve attractive meals and encourage your child to help prepare the meal. The child can help set the table and clean up after the meal.

TURN OFF TAPE.

"Let's review what we said our children's favorite snacks were and how they like to eat them."

TURN ON TAPE

Today we are going to prepare a snack which is good and easy to prepare. These are simple so that your child can help prepare the snack.

TURN OFF TAPE

PREPARE A SNACK, THEN SERVE AND TASTE THE SNACK

TURN ON TAPE

Let's review some simple suggestions to encourage our children to eat food which will help them develop healthy teeth and bodies. Serve child-size portions. Allow enough time for the child to eat. Encourage the child to eat, but don't force the child to eat. If the child doesn't eat the meals prepared for him, don't give snacks such as cookies, candy or cake between meals. Have a relaxed atmosphere while children are eating. Encourage pleasant family conversation during meals. Serve attractive meals and encourage your child to help prepare the meal. The child can help set the table and clean up after the meal.

TURN OFF TAPE

USE THE FOLLOWING QUESTIONS TO EVALUATE THE LESSON

"What was included in the lesson that you already knew?"

"What was included in the lesson that you did not know?"

"What did you like best about the lesson?"

"What did you like least about the lesson?"

"What would you like to know about Preparing Snacks that was not included in the lesson?"

PASS OUT PARENT TAKE HOME SHEET

SELECT THE TOPIC FOR THE NEXT LESSON FROM THE TOPIC SELECTION CARD

NOTE:

IF PLANNING CHILDREN'S MEALS IS SELECTED:

"Bring a copy of a recipe for a food your children like to eat to our next meeting."

IF CHILDREN'S TOYS IS SELECTED:

"Bring two of your children's favorite toys to our next session."

SELECT THE TIME AND DATE FOR THE NEXT MEETING

EDUCACIÓN FAMILIAR: UN PROGRAMA EJEMPLAR PARA JÓVENES Y ADULTOS RURALES/MIGRANTES

* * * * * * * * * * * * * *
*   *
* Preparando Meriendas   *
* * * * * * * * * * * * * *

Programa DOE #1-3D32

Universidad Internacional de la Florida
Cátedra de Economía Doméstica

Preparando Meriendas

El propósito de esta sesión es hablar sobre la preparación de meriendas nutritivas con nuestros hijos con el fin de mejorar sus hábitos al merendar.

Para esta lección necesitará el siguiente equipo:

1. dos grabadoras
2. una cinta de grabar en blanco
3. la cinta de la lección - Preparando Meriendas
4. una pizarra para meriendas
5. una pluma de escribir
6. recetas
7. ingredientes y utensilios para preparar una merienda

Revise su equipo para asegurarse que contiene todo lo necesario.

Antes de que su grupo llegue, prepare una de las grabadoras con la cinta en blanco para que pueda grabar la lección. Recuerde virar la cinta al lado #2 cuando haya terminado el lado #1. Prepare la cinta de la lección - Preparando Meriendas. Revise ambas grabadoras para asegurarse que funcionan debídamente.

Lea de nuevo su plan para la lección y asegúrese que todos los materiales están listos.

Preparando Meriendas

SUGERENCIAS PARA COMENZAR LA LECCIÓN.

> "En nuestra última reunión ustedes seleccionaron el tema de la lección de hoy - Preparando Meriendas. Que clase de meriendas le gustan a sus hijos?"

HAGA UNA LISTA DE LAS RESPUESTAS DE LOS PADRES EN LA PIZARRA PARA MERIENDAS.

ECHE A ANDAR LA CINTA DESPUÉS QUE LOS PADRES HAYAN ENUMERADO LAS MERIENDAS PREFERIDAS DE SUS HIJOS.

Hoy vamos a discutir cómo lograr que nuestros hijos coman los alimentos que les convienen. Mi amiguito Pancho quisiera decirles lo que a él le gusta.

"A mí gustan las comidas de colores bonitos. Me gustan los alimentos que puedo coger con los dedos - lechuga, trocitos de zanahoria y lascas de manzana (peladas, por favor). Me gusta la carne picada en pedacitos. Las comidas que crujen son divertidas. Me gusta la comida tibia; ni muy caliente ni muy fría. Me gusta un poco de comida a la vez en mi plato. No me gusta que me den la comida, sino comer por mí mismo. Tampoco me gustan los vegetales con hilachas. No me gustan las comidas gomosas que se pegan a la boca. Un vaso lleno de leche casi que me llena el estómago, y luego no me queda espacio para más nada. Por eso me gusta dejar la leche para el final. Me gusta tener mi propio, plato, taza, cuchara y tenedor, sobre todo si son para mi tamaño. Me gusta ayudar a preparar mi comida."

Gracias por decirnos le que te gusta, Pancho.

Aquí tenemos algunas ideas para embullar a nuestros hijos a comer aquellas comidas que los ayudarán a desarrollar dientes y cuerpos saludables. Sírvales al niño porciones adecuadas a su tamaño. Permítale tiempo suficiente para que coma. Anime al niño a que coma, pero no lo obligue. Si el niño no quiere comer lo que se le ha preparado, no le dé a comer otras "chucherías", tales como galleticas dulces, caramelos, panetela o bizcocho, entre comidas. Mantenga un ambiente agradable mientras los niños comen. Propicie conversaciones amenas entre la familia durante las comidas. Sirva comidas atractivas y embulle a sus hijos a que ayuden a prepararlas. Los niños también puede ayudar a poner y quitar el servicio de la mesa después de comer.

APAGUE LA CINTA.

"Vamos a repasar lo que dijimos que son las meriendas favoritas de de nuestros hijos y cómo les gusta comerlas."

ECHE A ANDAR LA CINTA.

"Hoy vamos a preparar una merienda que es buena y también fácil de preparar. Todo es tan sencillo que sus hijos podrán ayudar a preparario."

APAGUE LA CINTA.

PREPARE LA MERIENDA, SÍRVALA Y PRUÉBELA.

ECHE A ANDAR LA CINTA.

Vamos a repasar algunas de las sugerencias sencillas para animar a nuestros hijos a comer alimentos nutritivos que les ayuden a desarrollar dientes y cuerpos saludables. Sirva porciones pequeñas, adecuadas al tamaño del niño. Permítale al niño tiempo suficente para comer. Anime al niño a comer, pero no lo obligue. Si el niño no quiere comer lo que se le ha preparado, no le de a comer galleticas dulces, caramelos, panetela, bizcocho, ni otras "chucherias". Mantenga un ambiente agradable durante las comidas. Propicie conversaciones amenas entre la familia durante las comidas. Sirva comidas atractivas y embulle a sus hijos a que ayuden a prepararlas. Los niños también pueden ayudar a poner y quitar el servicio de la mesa.

APAGUE LA CINTA.

USE LAS SIGUIENTES PREGUNTAS PARA EVALUAR LA LECCIÓN.

"Qué hubo en la lección que usted ya sabía?"

"Qué hubo en la lección que usted no sabía?"

"Qué fue lo que más le gustó de la lección?"

"Qué fue lo que menos le gustó?"

"Que más le gustaría saber sobre la Preparación de Meriendas para los niños que no se incluyó en la lección?"

SELECCIONE EL TEMA PARA LA PRÓXIMA LECCIÓN ENTRE LOS SEÑALADOS EN LA TARJETA DE SELECCION DE TEMAS.

NOTA:

SI SE SELECCIONA PLANEANDO COMIDAS DE NIÑOS:

"Traigan copiada a la próxima reunión, la receta de un plato que a sus hijos les guste."

SI SE ESCOGE JUGUETES DE NIÑOS:

"Traiga dos de los juguetes preferidos de sus hijos a la próxima reunión."

FIJE LA HORA Y LA FECHA PARA LA PRÓXIMA REUNIÓN.

Session - Preparing Snacks

RECIPES

Select one:

Fresh vegetables and dip
Dip
1 package Hidden Valley Dressing Mix
1 container unflavored yogurt
Mix Hidden Valley Dressing Mix and yogurt together.

Vegetables: carrots, cucumber, celery, or any other vegetables that are in season.

Bread Pudding

1 loaf bread
1½ cups buttermilk
4 cups milk
1 small bag coconut
3 eggs
1 stick of butter
1 tablespoon of vanilla
2 cups sugar
2 tablespoons of cinnamon

Soak milk and bread, add all other ingredients into soaked bread. Mix well and pour into greased pan. Bake at 375° for 1 hour to 1½ hours. Done when center is firm. Serve warm.

Egg Salad and Crackers

4 eggs
2 Tbsp. Mayonnaise
crackers
1 tsp. relish
Pinch of salt

Bring 4 eggs to a boil, cover the pan and simmer for 10 minutes. Cool eggs and peel. Chop eggs into small pieces, mix in relish and mayonnaise. Spoon onto crackers and serve.

(parent take home sheet)

ENCOURAGING CHILDREN TO EAT

SERVE CHILD SIZE PORTIONS

ALLOW ENOUGH TIME FOR THE CHILD TO EAT

ENCOURAGE THE CHILD TO EAT BUT DON'T FORCE THE CHILD

DON'T GIVE SNACKS BETWEEN MEALS

HAVE A RELAXED ATMOSPHERE WHILE CHILDREN ARE EATING

ENCOURAGE PLEASANT FAMILY CONVERSATION DURING MEALS

SERVE ATTRACTIVE MEALS

ENCOURAGE YOUR CHILD TO HELP

CHILDREN'S TOYS
SESSION

Parenting Education: An Exemplary
Program for Rural/Migrant Youth
and Adults

CHILDREN'S TOYS

DOE Project # 1-3D32

FLORIDA INTERNATIONAL UNIVERSITY
HOME ECONOMICS EDUCATION

Children's Toys

Directions for the Experienced Parent

The purpose of this session is to talk about selecting toys that are appropriate for children and will help them to learn.

For this lesson your kit should include:

1. two tape recorders
2. a blank cassette tape
3. Lesson Tape - Children's Toys
4. recipe for Play Dough (one for each person)
5. toy cards
6. bowl
7. plastic bags
8. 2 cups flour
9. 1 cup salt
10. 1 Tbsp. salad oil
11. 1 cup water
12. food color
13. toys (brought in by parents)

Check your kit to see that all supplies are there.

Before your group arrives, set up one tape recorder with the blank cassette tape so that you can record the lesson. Remember to turn the tape to side two when side one is finished. Set up the other tape recorder with Lesson Tape - Children's Toys. Check both tape recorders to see that they are in working order.

Reread your lesson outline to see that all materials are ready for use.

Children's Toys

SUGGESTIONS FOR BEGINNING SESSION:

> "At our last session together you selected the topic, Children's Toys. Each of you were asked to bring in two children's toys for us to talk about today. Let's set them on the table for use later on in the session today."

TURN ON TAPE.

Toys are an important part of our children's lives. We are always being told by the TV and radio what toys to buy. It is hard to decide which toy will be best for your child. Today we are going to try to help you set up some guidelines for selecting toys which will be enjoyed by your child and benefit your child. Toys are chosen for many reasons. Some provide a way for the child to have fun. Some encourage the development of their imagination. A child can learn many difficult skills by playing with some toys. Toys can help develop their muscles. Children can learn to share and learn to take care of things. Can you think of any other good reasons for letting children have toys?

TURN OFF TAPE AND DISCUSS.

TURN ON TAPE.

One thing which must be considered in selecting toys is the child's age and ability to use the toy. Sometimes we select toys that are too old for our child just because we like the toy. The child can't enjoy the toy as he should or the child can be hurt with the toy because the child is not old enough to understand how to play with the toy by himself. Often time the parents become busy and can't supervise the child with the toy. The infant from birth to 2 years needs a toy that is not so small that he could swallow it if he puts it in his mouth. A child this age explores a toy by putting it in his mouth, so besides the size, the toy should be washable and have no sharp edges. It should feel good when he touches it and be of bright colors. The child is attracted to bright colors and this helps to develop his eye movement. The toy should be easy to grasp and light in weight.

TURN OFF TAPE AND CHECK THE TOYS THE PARENTS BROUGHT IN TO SEE IF ANY OF THESE TOYS WOULD BE CORRECT FOR THIS AGE GROUP. DISCUSS WHY. HOLD UP PICTURES ON BLUE CARD OF TOYS WHICH ARE APPROPRIATE FOR THIS AGE GROUP AND DISCUSS.

TURN ON TAPE.

Children aged 2 to 3 years old should have toys that do not have sharp edges or small pieces, because at this age a child still tries to put things in his mouth. Small riding toys are good for developing coordination and the leg muscles, but make sure the riding toys do not tip over easily. Toys such as puzzles and blocks are good to develop eye and hand coordination. Dolls, toy trucks and cars, telephones and other items which a child sees in his parents' life are good to help him to understand the world around him. These toys are also a good way to help the child begin make-believe play.

TURN OFF TAPE AND CHECK THE TOYS THE PARENTS BROUGHT IN TO SEE IF ANY OF THESE TOYS WOULD BE CORRECT FOR THIS AGE GROUP. DISCUSS WHY. HOLD UP PICTURES ON RED CARD OF TOYS WHICH ARE APPROPRIATE FOR THIS AGE GROUP AND DISCUSS.

TURN ON TAPE.

The 3- to 6-year-old child should not be given toys that are too advanced for him. Toys which could be dangerous for this age child, if he is not supervised, are toys which use electricity, games involving darts and paint sets which may be harmful if put in the mouth. The child may still try to taste things at this age so the danger still exists with their toys that they must be safe if put in the mouth. Riding toys are excellent for this age child, but make sure they are sturdy and well balanced.

TURN OFF TAPE AND CHECK TOYS THE PARENTS BROUGHT IN TO SEE IF ANY OF THESE TOYS WOULD BE CORRECT FOR THIS AGE GROUP. HOLD UP PICTURES OF YELLOW CARD OF TOYS WHICH ARE APPROPRIATE FOR THIS AGE GROUP AND DISCUSS.

TURN ON TAPE.

One area we have discussed with children of all ages is putting things in to the mouth. Children like to play with clay and Play Dough. Today we are going to make our own Play Dough, which is easy and safe since it is made from flour, salt, and water. If your child decides to eat it, it won't harm him. It is fun to make and inexpensive.

TURN OFF TAPE.

PASS OUT RECIPES AND MAKE PLAY DOUGH.

TURN ON TAPE.

I hope you have enjoyed making Play Dough and will try it at home with your child. Remember, that a toy is for fun and to keep it that way we must make sure that it is safe for the child. Also, it must be right for their age.

TURN OFF TAPE.

USE THE FOLLOWING QUESTIONS TO EVALUATE AND SUM UP THE SESSION:

"What was included in the lesson that you already knew?"

"What was included in the lesson that you didn't know?"

"What did you like best about the lesson?"

"What did you like least about the lesson?"

"What would you like to know about children's toys that was not included in the lesson?"

SELECT THE TOPIC FOR THE NEXT LESSON FROM THE TOPIC SELECTION CARD.

HOLD UP THE BLACK TOPIC CARD.

"What would you like to talk about at our next meeting?"

NOTE:

IF PLANNING CHILDREN'S MEALS IS SELECTED:

"Bring a copy of a recipe for a food your children like to our next session."

SET TIME AND DATE FOR NEXT MEETING.

EDUCACIÓN FAMILIAR: UN PROGRAMA EJEMPLAR PARA JÓVENES Y ADULTOS RURALES/MIGRANTES

* * * * * * * * * * * * *
* Juguetes de Niños *
* *
* * * * * * * * * * * * *

Proyecto DOE #1-3D32

Universidad Internacional de la Florida
Cátedra de Economía Doméstica

Juguetes de Niños

Instrucciones para el Padre con Experiencia

El propósito de esta sesión es tratar sobre cómo seleccionar juguetes que sean adecuados para los niños y al mismo tiempo sean educacionales.

Para esta lección necesitará el siguiente equipo:

1. dos grabadoras
2. una cinta de grabar en blanco
3. la cinta de la lección - Juguetes de Niños
4. receta para plastilina (Play Dough) - una para cada persona
5. cartas o tarjetas de juego
6. un tazón
7. bolsas plásticas
8. 2 tazas de harina
9. 1 taza de sal
10. 1 cucharada de aceite de ensalada
11. una taza de agua
12. colorantes de comida
13. juguetes (que hayan traído los padres)

Revise su equipo para asegurarse que contiene todo lo necesario.

Antes de que llegue su grupo, prepare una de las grabadoras con la cinta en blanco para que pueda grabar la lección. Recuerde virar la cinta al lado #2 cuando el #1 haya terminado. Prepare la otra grabadora con la cinta de la lección - Juguetes de Niños. Revise ambas grabadoras para asegurarse que ambas funcionan debídamente.

Lea de nuevo su plan para la lección y asegúrese que todos los materiales están listos.

Juguetes de Niños

SUGERENCIAS PARA COMENZAR LA SESIÓN:

"En nuestra última reunión ustedes seleccionaron el tema de la lección de hoy-Juguetes de Niños. Se le pidió a cada uno de ustedes que trajera dos juguetes de niños para tratar acerca de ellos hoy. Vamos a ponerlos sobre la mesa y los usaremos más tarde en el curso de la sesión."

ECHE A ANDAR LA CINTA.

Los juguetes tienen un papel importante en la vida de nuestros hijos. La radio y televisión nos están diciendo constántemente qué juguetes debemos comprar. Es difícil decidirse cuál será el mejor para nuestros hijos. Hoy trataremos de ayudarles a establecer algunas reglas que les guiarán al seleccionar los juguetes que sus hijos no sólamente disfrutarán sino qu les serán beneficiosos. Los juguetes se escogen por muchas razones. Algunos sirven para divertir al niño. Otros ayudan al desarrollo de su imaginación. El niño puede adquirir destreza en muchas técnicas difíciles simplemente jugando con ciertos juguetes. Los juguetes pueden ayudar a desarrollar los músculos. Jugando, los niños pueden aprender a compartir y cuidar las cosas. Pueden pensar ustedes en otras razones por las cuales es bueno dejar que los niños tengan juguetes?

APAGUE LA CINTA Y COMIENCE LA DISCUSIÓN.

ECHE A ANDAR LA CINTA.

Algo que se debe tomar en cuenta al seleccionar juguetes es la edad del niño y su habilidad para usar el juguete. Muchas veces compramos juguetes muy avanzados para el niño simplemente porque nos gusta. El niño no podrá disfrutar del juguete a plenitud, o hasta pudiera hacerle daño si el niño no tiene edad suficiente para comprender cómo jugar con el juguete a solas. Algunas veces los padres están muy ocupados y no tienen tiempo para supervisar al niño con el juguete. El bebé, desde que nace hasta los 2 años, necesita juguetes lo bastante grandes que en caso que se los lleve a la boca no se los pueda tragar. A esta edad, el niño explora el juguete llevándoselo a la boca, así es que, además de grande, el juguete debe ser lavable y no tener filos. Debe ser agradable al tocarlo y tener colores brillantes. Al niño le llaman la atención los colores brillantes y eso les ayuda a desarrollar el movimiento de los ojos. El juguete debe ser fácil de coger y de peso liviano.

APAGUE LA CINTA Y REVISE LOS JUGUETES QUE TRAJERON LOS PADRES, A FIN DE VER SI ALGUNOS SON ADECUADOS PARA ESTA EDAD. DISCUTA EL POR QUÉ. MUESTRE LAS LÁMINAS DE LOS JUGUETES ADECUADOS PARA ESTA EDAD Y DISCUTA LAS RAZONES.

ECHE A ANDAR LA CINTA.

Los niños de 2 a 3 años deben tener juguetes sin filos ni piezas pequeñas, porque a esta edad el niño aún trata de llevarse todo a la boca. Los juguetes de montar son buenos para desarrollar la coordinación y los músculos de las piernas, pero asegúrese que los juguetes no se vuelquen facilmente. Los rompecabezas y bloques son buenos para desarrollar la coordinación de los ojos y las manos. Las muñecas, autos y camiones de juguete, teléfonos y otros artículos que el niño ve en la vida diaria de sus padres, son buenos para ayudarlo a comprender el mundo que lo rodea. Estos juguetes también sirven de ayuda al niño para comenzar los juegos de simulación.

APAGUE LA CINTA Y REVISE LOS JUGUETES QUE TRAJERON LOS PADRES PARA VER SI ALGUNOS SON ADECUADOS PARA ESTA EDAD. DISCUTA EL POR QUÉ EN CADA CASO. MUESTRE EN LA TARJETA ROJA LAS LÁMINAS DE LOS JUGUETES ADECUADOS PARA ESTA EDAD Y DISCÚTALOS CON LOS PADRES.

ECHE A ANDAR LA CINTA.

Al niño de 3 a 6 años no se le deben dar juguetes muy adelantados para su edad. Los juguetes que pueden ser peligrosos para un niño de esta edad, si no se le supervisa cuando juega, son los juguetes eléctricos, juegos de flechas ó pinturas que pudieran hacerle daño si se llevan a la boca. El niño aún puede tratar de saborear las cosas a esta edad, y por lo tanto, se debe evitar el peligro de juguetes que no se puedan llevar a la boca. Los juguetes de montar son excelentes para esta edad, pero deben ser fuertes y bien equilibrados.

APAGUE LA CINTA Y REVISE LOS JUGUETES QUE TRAJERON LOS PADRES PARA VER SI SON ADECUADOS PARA ESTA EDAD. MUESTRE LAS LÁMINAS DE LA TARJETA AMARILLA DE JUGUETES APROPIADOS PARA ESTA EDAD Y DISCÚTALOS CON LOS PADRES.

ECHE A ANDAR LA CINTA.

Un aspecto que hemos discutido con respecto a los niños de todas las edades es el llevarse las cosas a la boca. A los niños les gusta jugar con arcilla y plastilina (Play Dough). Hoy vamos a hacer nuestra propia plastilina, que es facil y no ofrece peligro para el niño, ya que se hace con harina, sal y agua. Si su niño decide comérsela, no le hará daño.

APAGUE LA CINTA.

DISTRIBUYA LAS RECETAS Y HAGA LA PLASTILINA.

ECHE A ANDAR LA CINTA.

Espero que les haya gustado hacer la plastilina, y que traten de hacerla en su casa con sus hijos. Recuerden que los juguetes son para divertirse y por lo tanto debemos asegurarnos que no ofrecen peligro al niño. También deben ser apropiados para su edad.

APAGUE LA CINTA.

USE LAS SIGUIENTES PREGUNTAS PARA EVALUAR Y RESUMIR LA LECCIÓN.

"Qué hubo en la lección que usted ya sabía?"

"Qué hubo en la lección que usted no sabía?"

"Qué fue lo que más le gustó de la leccion?"

"Qué fue lo que menos le gustó de la lección?"

"Qué más le gustaría saber sobre juguetes de niños que no se incluyó en la lección?"

SELECCIONE EL TEMA PARA LA PRÓXIMA LECCIÓN ENTRE LOS SEÑALADOS EN LA TARJETA DE SELECCIÓN DE TEMAS.

MUESTRE LA TARJETA NEGRA DE TEMAS.

> "De qué les gustaría tratar en nuestra próxima reunión?"

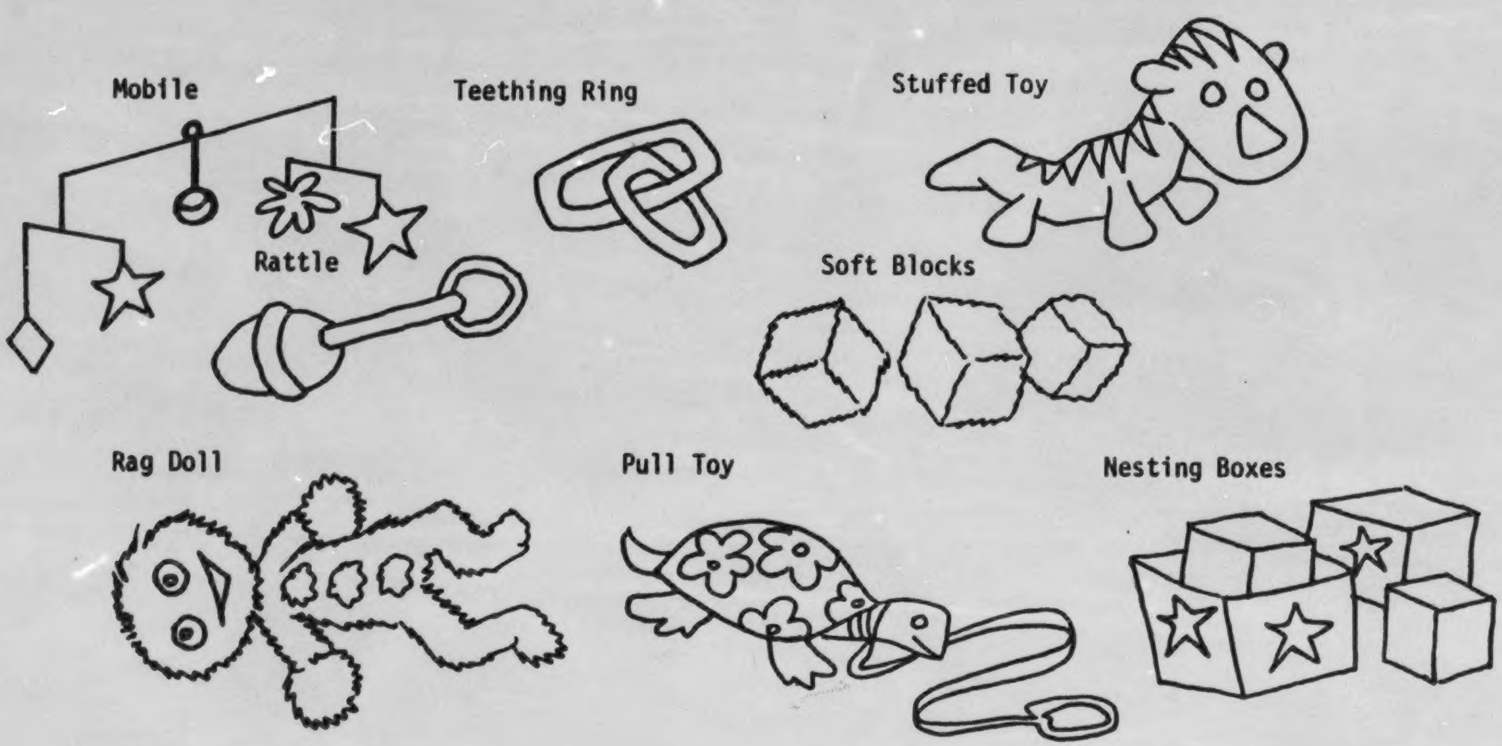
NOTA:

SI SE SELECCIONA **PLANEANDO COMIDAS DE NIÑOS**:

> "Traigan copiada a la próxima reunión, la receta de un plato que a sus hijos les guste."

FIJE LA HORA Y LA FECHA PARA LA PRÓXIMA REUNIÓN.

TOYS

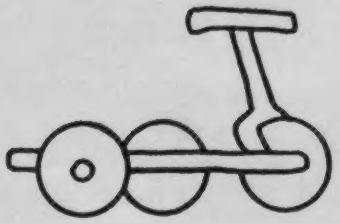


(mount on blue poster board)

INFANT TO TWO YEARS

TOYS

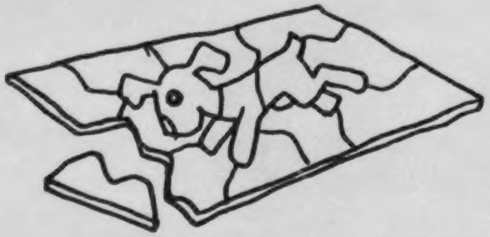
3 Wheel Scooter



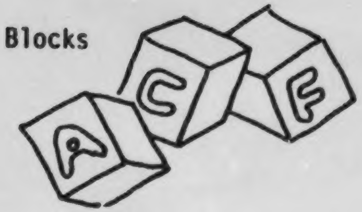
Doll

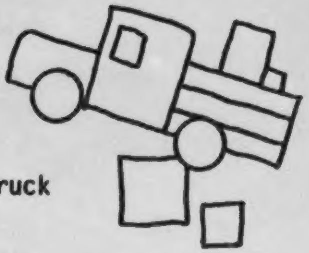
Telephone

Puzzle



Blocks





Toy Truck

TWO TO THREE YEARS

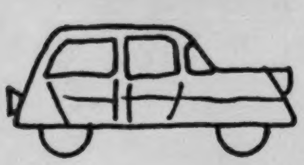
(mount on red poster board)

TOYS

Tricyle

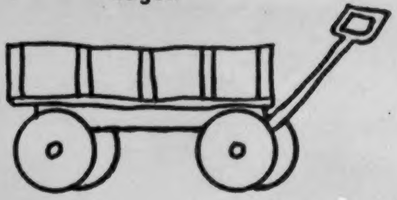
Play House

Car



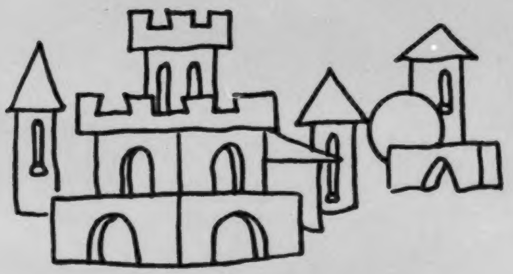
Clothes

Wagon



Dishes

Building Blocks



THREE TO SIX YEARS

(mount on yellow poster board)

Session - Children's Toys

RECIPE FOR PLAY DOUGH

2 cups flour
food coloring
1 cup water
1 cup salt
1 Tbsp. salad oil

Mix water and salad oil. Stir in flour and salt. Knead with your hands until smooth. Add food coloring and knead thoroughly. Store in plastic bag or container in the refrigerator in between use.

Sesión - Juguetes de Niño

Receta para Plastilina

2 tazas de harina
1 cucharada de aceite de ensalada
1 taza de sal
1 taza de agua
Colorante de comidas

Mezcle el agua con el aceite. Revuélvalo con la harina y la sal. Amáselo con las manos hasta hacer una masa suave. Agregue el colorante de comida y amáselo completamente. Guárdelo en una bola o recipiente plástico en el refrigerador cuando no lo esté usando.

PLAY ACTIVITIES FOR CHILDREN SESSION

Parenting Education: An Exemplary
Program for Rural/Migrant Youth
and Adults

PLAY ACTIVITIES FOR CHILDREN

DOE Project # 1-3D32

Florida International University

Home Economics Education

Play Activities for Children

Directions for the Experienced Parent

The purpose of this session is to talk about play activities that suit a child's age and ability.

For this lesson your kit should include:

1. two tape recorders
2. a blank cassette tape
3. Lesson tape - Play Activities for Children
4. ball
5. picture cards of children playing
6. copies of games and poems - one for each person
7. 1 cup soap powder
8. food coloring
9. straws
10. paper cups
11. 1 quart warm water

Check your kit to see that all supplies are there.

Before your group arrives, set up one tape recorder with the blank cassette tape so that you can record the lesson. Remember to turn the tape to side two when side one is finished. Set up the other tape recorder with Lesson Tape - Play Activities for Children.

Check both tape recorders to see that they are in working order.

Reread your lesson outline to see that all materials are ready for use.

Play Activities for Children

SUGGESTIONS FOR BEGINNING THE SESSION

"At our last meeting you selected the topic for today's session - Play Activities for Children."

"How many of you have ever heard your child say, "I don't have anything to do"?

"How did you answer your child?"

"How do you play with your children?"

"Let's listen to some information about children and play."

TURN ON TAPE.

Today's session is about Play Activities for Children. Play is very important to the growth of a child. It helps the child learn how to get along with other children. They learn to share, to take turns and to learn to lead and follow. A child learns to understand the roles of mother, father, baby, doctor and other familiar people by playing these parts. Play helps children develop their muscles so that they can jump, hop and skip. Play also helps children learn how to solve some problems.

HOLD UP BLUE PICTURE OF INFANT PLAYING.

Infants from birth to three months need things to watch, hear and feel. They like to be talked to. The tone of voice is more important than what is said. They need to be held and rocked. They respond to touch and sound. From 4 to 6 months the infant needs things to grasp, shake, suck or chew. Things should be small enough for them to hold, but large enough so that they can't choke on it. They enjoy grasping the fingers of an adult.

HOLD UP RED PICTURE OF INFANT PLAYING.

From 7 to 9 months the child is able to sit up and enjoys watching you. When working have the child in the same room so you can talk to the child and the child can see you. These children need things to pound, bang, throw and shake. They also like to pull up. Let the child sit in your lap and grasp your hands and pull himself up. This is a good time to introduce games such as "Patty Cake" or "Peek-a-boo".

HOLD UP GREEN CARD OF YEAR-OLD CHILD PLAYING.

From 10 months to 12 months the baby is crawling or beginning to walk. Toys with movable parts are good at this age. To encourage the child to crawl or walk, place an object they want out of their reach and encourage the child to get it.

HOLD UP YELLOW CARD OF 2-YEAR-OLD CHILD PLAYING.

By one to two years old your child is ready to begin investigating and needs lots of room to play. They also like to be with you and enjoy copying you. They enjoy hearing stories and looking at storybooks. They can learn to roll a ball and build blocks. They also like to pull things around the house. This is a good age to begin teaching the child to share things.

HOLD UP BLACK CARD OF 3-TO 4-YEAR-OLD CHILD PLAYING.

The 3-to 4-year-old child is ready to accept playmates and learn simple games. Hide and Seek is a simple game that can be played in the house and teaches the child that when you disappear, you will reappear. Numbers can be taught to the child by having them count things around the house. Begin to introduce colors and shapes to the child by naming things and pointing to them as you talk with your child. Give the child simple responsibilities such as helping to clear the table after dinner.

HOLD UP WHITE CARD OF 5-TO 6-YEAR-OLD CHILD PLAYING.

The 5-to 6-year-old child can now learn more difficult games and poems. They are ready to learn what behavior is acceptable and enjoy helping you with household duties. They enjoy playing with friends but still need to have your supervision.

Your Experienced Parent will give you copies of some games and other activities you can use with your children. Practice them with your Experienced Parent.

TURN OFF TAPE.

PASS OUT COPIES OF POEMS AND GAMES AND TRY THEM.

"Let's read the poem 'I Stand on My Tiptoes' and act it out."

AFTER ACTING OUT THE POEM.

> "How do you think your child would like this activity?"
>
> "Let's try another poem - 'Jack in the Box'."

AFTER ACTING OUT THE POEM.

> "How do you think your child would like this activity?"
>
> "Let's try the game 'Hot Potato'."

AFTER PLAYING THE GAME.

> "How do you think your child would like this game?"
>
> "You may want to try the game 'Call & Bounce' with your child. Let's try it!"

AFTER PLAYING THE GAME.

> "How do you think your child would like this game?"
>
> "Let's listen to the tape again."

TURN ON TAPE.

These are types of activities you can play with one child or several children. Another type of activity children love is playing with water. This type of play requires close supervision so it is a good activity to do together. The best location for this type of play is outside or in the bath tub.

TURN OFF TAPE AND MAKE BUBBLES.

SUGGESTED COMMENTS:

"Help locate the directions to make the bubbles."

"Why do you think this would be a good activity to do with a child?"

TURN TAPE ON.

Children love to play with water, some other activities are giving the child different size cups and containers (not glass) and let them pour water from one container to another. Collect different objects that sink and float and let the child guess if the object will sink or float and then try it to see if the child was right. Place water in a large container and place two small sailboats in the water and take a straw for you and your child and blow through the straw to make the boat move and have a race. Children can give their dolls baths, wash the dishes and other utensils that are not sharp. While doing this you can explain to them about washing themselves and why it is important to clean things.

Today we have talked about the importance of playing and talking with our children to help them develop as they grow up. As we play games with them, we are teaching them many skills that they need while growing up. They are learning about life, how to share, how to follow rules and hopefully helping to establish a good relationship between you and your child.

USE THE FOLLOWING QUESTIONS TO EVALUATE AND SUM UP THE LESSON:

"What was included in the lesson that you already knew?"

"What was included in the lesson that you didn't know?"

"What did you like best about the lesson?"

"What did you like least about the lesson?"

"What would you like to know about Play Activities for Children that was not included in the lesson?"

SELECT THE TOPIC FOR THE NEXT LESSON.

HOLD UP BLACK TOPIC CARD.

> "What would you like to talk about at our next meeting?"

NOTE:

IF PLANNING CHILDREN'S MEALS IS SELECTED:

> "Bring a copy of a recipe for a food your children like to our next session".

IF CHILDREN'S TOYS IS SELECTED:

> "Bring two of your children's favorite toys to our next session."

SET TIME AND DATE FOR NEXT MEETING.

EDUCACION FAMILIAR: UN PROGRAMA EJEMPLAR PARA JOVENES Y ADULTOS RURALES/MIGRANTES

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*  Actividades y Juegos De Niños          *
*                                         *
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Proyecto DOE #1-3D32

Universidad Internacional De La Florida

Cátedra De Economía Doméstica

Actividades y Juegos De Niños

Instrucciones Para El Padre Con Experiencia

El propósito de esta sesión es hablar acerca de las actividades y juegos propios para la edad y habilidad del niño.

Para esta lección necesitará el siguiente equipo:

1. dos grabadoras
2. una cinta de grabar en blanco
3. la cinta de la lección - Actividades y Juegos De Niños
4. una pelota
5. láminas de niños jugando
6. copias de juegos y poemas - uno para cada persona
7. una taza de jabón en polvo
8. tintura vegetal para comidas
9. absorbentes
10. vasos de cartón
11. un litro de agua tibia

Revise su equipo para asegurarse que contiene todo lo necesario.

Antes de que llegue su grupo, prepare una de las grabadoras con la cinta en blanco para que puedo grabar la lección. Recuerde virar la cinta hacia el lado #2 cuando haya terminado el #1. Prepare la otra grabadora con la cinta de la lección - Actividades y Juegos De Niños. Revise ambas grabadoras para asegurarse que funcionan debidamente.

Lea de nuevo su plan para la clase a fin de asegurarse que todos los materiales están listos.

Actividades y Juegos De Niños

SUGERENCIAS PARA COMENZAR LA LECCION.

> "En nuestra última reunión ustedes seleccionaron el tema para la sesión de hoy - Actividades y Juegos De Niños."
>
> "Quiénes han oído alguna vez a su hijo decir, 'no tengo nada que hacer'?".
>
> "Qué le contestó usted al niño?"
>
> "Cómo juegan ustedes con sus hijos?"
>
> "Escuchemos la siguiente información sobre los niños y el juego."

ECHE A ANDAR LA CINTA.

La sesión de hoy se trata de las Actividades y Juegos De Niños. Los juegos son muy importantes para el desarrollo del niño. Lo ayudan a aprender a llevarse bien con otros niños. Aprenden a compartir con los demás, a esperar su turno, a dirigir y a seguir a otros. El niño aprende a comprender el papel que desempeñan la madre, el padre, el bebé, el médico y otras personas conocidas cuando él mismo interpreta esos papeles jugando. El juego ayuda a los niños a desarrollar los músculos necesarios para saltar y brincar de distintas maneras. Los juegos también enseñan al niño a resover algunos problemas.

MUESTRE LA LAMINA AZUL DEL BEBE JUGANDO.

Los bebitos de recién nacidos a tres meses necesitan cosas que mirar, oír y tocar. Les gusta que se les hable. El tono de la voz es más importante que lo que se les dice. Necesitan que se les cargue y se les meza. Responden al tacto y al sonido. De 4 a 6 meses el bebé necesita cosas que asir, menear, chupar o masticar. Los objetos deben ser lo bastante pequeños para poderlos agarrar, pero lo suficiéntemente grandes para no atorarse con ellos. Les gusta agarrar los dedos de los adultos.

MUESTRE LA LAMINA ROJA DEL BEBE JUGANDO.

De 7 a 9 meses el niño puede sentarse y le gusta observarle a usted. Mientras trabaje, tenga al niño con usted en la misma habitación a fin de que usted pueda hablarle y él le pueda ver. A esta edad el niño necesita cosas que pueda golpear, martillar, tirar y menear. También le gusta pararse. Deje que el niño se siente en su regazo, que tome sus manos para aguantarse y pararse. Esta es una buena edad para enseñarle a 'Hacer las Torticas' y jugar a 'Los Escondidos' con una colchita y decirle 'Bu'".

MUESTRE LA LAMINA VERDE DEL NIÑO DE UN AÑO.

De los 10 a los 12 meses, el niño ya gatea o comienza a caminar. A esta edad son aconsejables los juguetes con piezas movedizas. Para embullar al niño a gatear o caminar, coloque un objeto que él quiera fuera de su alcance y anímelo a que lo alcance.

MUESTRE LA TARJETA AMARILLA DEL NIÑO DE 2 AÑOS JUGANDO.

Entre los uno y dos años, el niño está listo para comenzar a investigar y necesita mucho espacio para jugar. También le gustará estar junto a usted y copiar lo que usted haga. Disfrutará de los cuentos infantiles y de hojear libros de los mismos. Podrá aprender a rodar la pelota y armar bloques. También le gustará halar cosas por la casa. Esta es una buena edad para comenzar a enseñar al niño a compartir con los demás.

MUESTRE LA TARJETA NEGRA DEL NIÑO DE 3 A 4 AÑOS JUGANDO.

El niño de 3 a 4 años ya podrá aceptar compañeros de juego y aprender juegos sencillos. "Los Escondidos" es un juego sencillo que puede jugarse en la casa y sirve para enseñar al niño que cuando usted desaparece, aparecerá de nuevo. Al niño se le puede enseñar los números haciéndole contar los objetos que le rodean en la casa. Comience a enseñarle los colores y figuras al niño señalando y nombrando los objetos cuando le hable. Déle al niño responsabilidades sencillas, tales como recoger el servicio de la mesa después de comida.

MUESTRE LA TARJETA BLANCA DEL NIÑO DE 5 A 6 AÑOS JUGANDO.

El niño de 5 a 6 años ya puede aprender juegos más defíciles y versos. A esta edad está listo para aprender como comportarse y disfrutar en ayudar con los quehaceres de la casa. Le gustará jugar con otros amigos, pero aún necesitará que se le supervise.

Su Padre con Experiencia le dará copias de algunos juegos y otras actividades que usted podrá practicar con sus hijos. Practíquelos con su Padre con Experencia.

APAGUE LA CINTA.

DISTRIBUYA LAS COPIAS DE LOS VERSOS Y JUEGOS Y PRACTÍQUELOS.

"Vamos a leer la poesía 'me paro en puntillas' y actuarlo."

DESPUES DE ACTUAR LA POESIA.

"Cree usted que a su hijo le gustará esta actividad?"

"Probemos con otra poesía - 'El Saltaperico'".

DESPUES DE ACTUAR LA POESÍA.

"Cree usted que a su hijo le gustará esta actividad?"

"Probemos con el juego 'La Papa Caliente'".

DESPUES DEL JUEGO.

"Cree usted que a su hijo le gustará este juego?"

"Quizás usted quiera jugar a 'Llama y Rebota' con su hijo. Probemos."

DESPUES DEL JUEGO.

"Cree usted que a su hijo le gustará este juego?"

"Escuchemos la cinta de nuevo."

ECHE A ANDAR LA CINTA.

Estas son las clases de actividades que pueden jugarse con uno o varios niños. Otro tipo de actividad que a los niños les encanta es jugar con agua. Este tipo de actividad requiere estricta supervisión y por lo tanto es una buena actividad para desarrollar juntos. El mejor lugar para esta clase de juego es fuera de la casa o en la bañera.

APAGUE LA CINTA Y HAGA BURBUJAS.

COMENTARIOS SUGERIDOS.

"Ayude a localizar las instrucciones para hacer las burbujas."

"Por qué cree usted que esta sería una buena actividad para compartir con el niño?"

ECHE A ANDAR LA CINTA.

A los niños les encanta jugar con agua. Otras actividades son darle al niño distintos tamaños de tazas y recipientes (no de cristal) y dejarlos echar agua del uno al otro. Escoger varios objetos que floten o se hundan y dejar que el niño adivine si el objeto flotará o se irá al fondo; hacer la prueba y ver si el niño tenía razón. Coloque dos botecitos de vela en un recipiente grande; tomar un sorbete usted y otro el niño; soplar cada uno un botecito para moverlo hacer una competencia. Los niños pueden bañar los muñecos, lavar platos y otros utensilios, que no tengan filo. Mientras hacen esto, usted puede explicarle la importancia de asearse y mantener todo limpio.

Hoy hemos tratado sobre la importancia de jugar y hablar con nuestros hijos para ayudar a su desarrollo mientras crecen. Al jugar con ellos, les enseñamos muchas técnicas que necesitan aprender durante su crecimiento. De este modo aprenden sobre la vida, como compartir, como seguir instrucciones y quizás ayudar a establecer buenas relaciones entre su niño y usted.

USE LAS SIGUIENTES PREGUNTAS PARA EVALUAR Y RESUMIR LA LECCIÓN:

> "Qué hubo en la lección que usted ya sabía?"
>
> "Qué hubo en la lección que usted no sabía?"
>
> "Qué fue lo que más le gustó de la lección?"
>
> "Qué más le gustaría saber sobre Actividades y Juegos De Niños, que no estuvo incluído en la lección?"

SELECCIONE EL TEMA PARA LA PROXIMA LECCION.

MUESTRE LA TARJETA NEGRA DE TEMAS.

> "De qué les gustaría tratar en nuestra próxima reunión?"

NOTA:

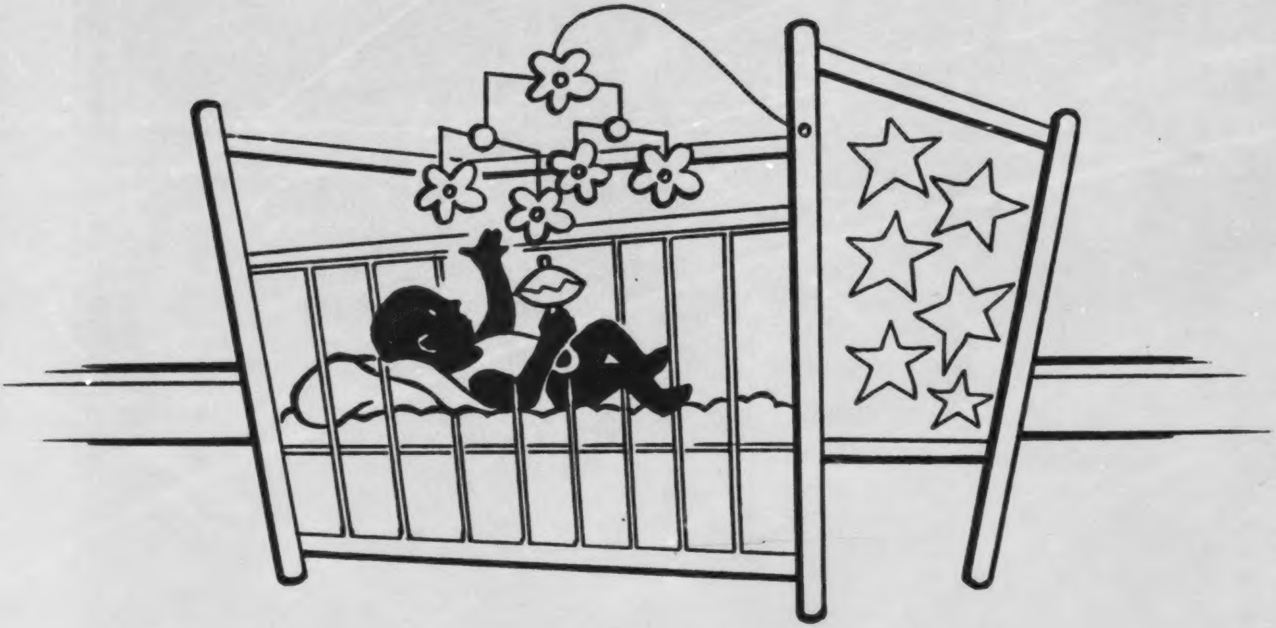
SI SE ELIGE PLANEANDO COMIDAS DE NIÑOS:

> "Traiga copiada a la próxima reunión, la receta de un plato que a sus hijos les guste."

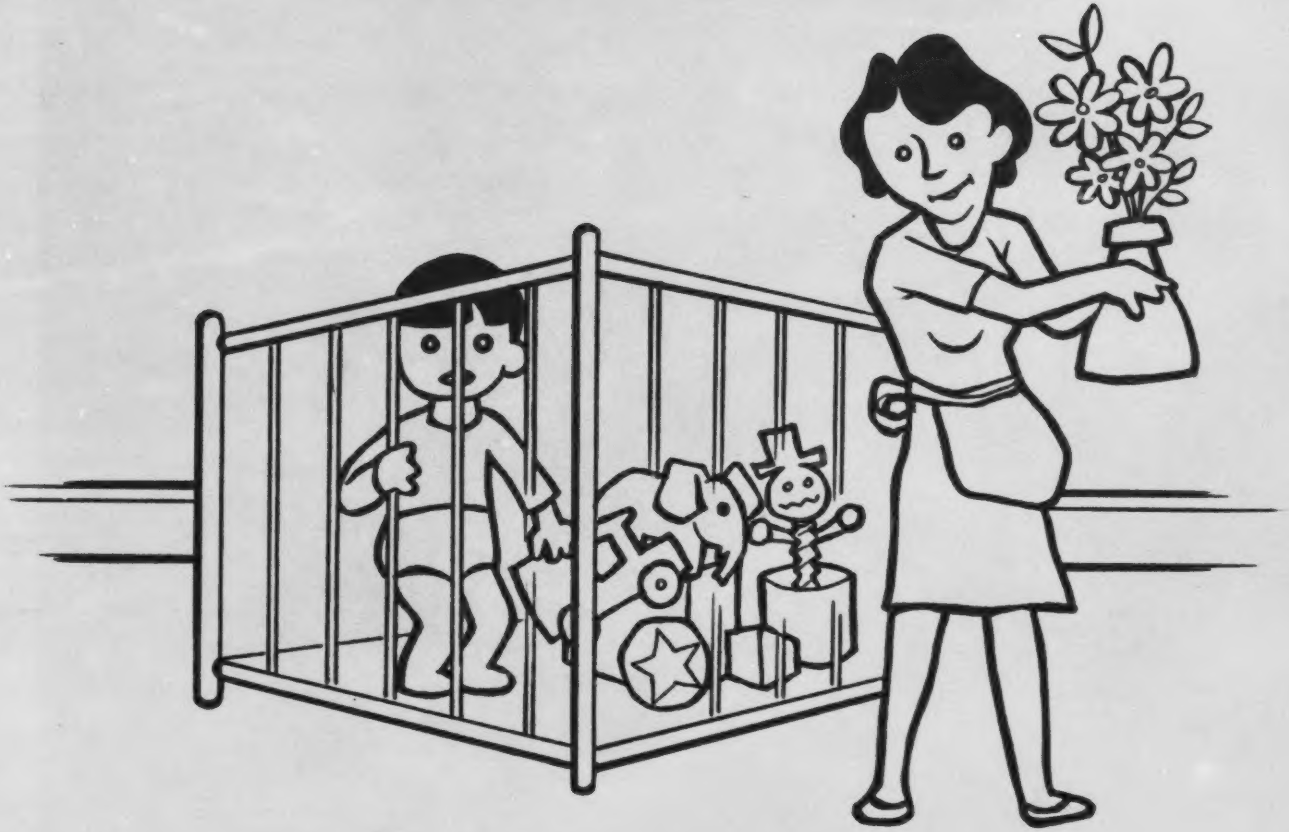
SI SE ELIGE JUGUETES DE NIÑOS:

> "Traiga dos de los juguetes favoritos de sus hijos a la próxima reunión."

FIJE LA HORA Y FECHA DE LA PROXIMA REUNION.



(mount on blue poster board)



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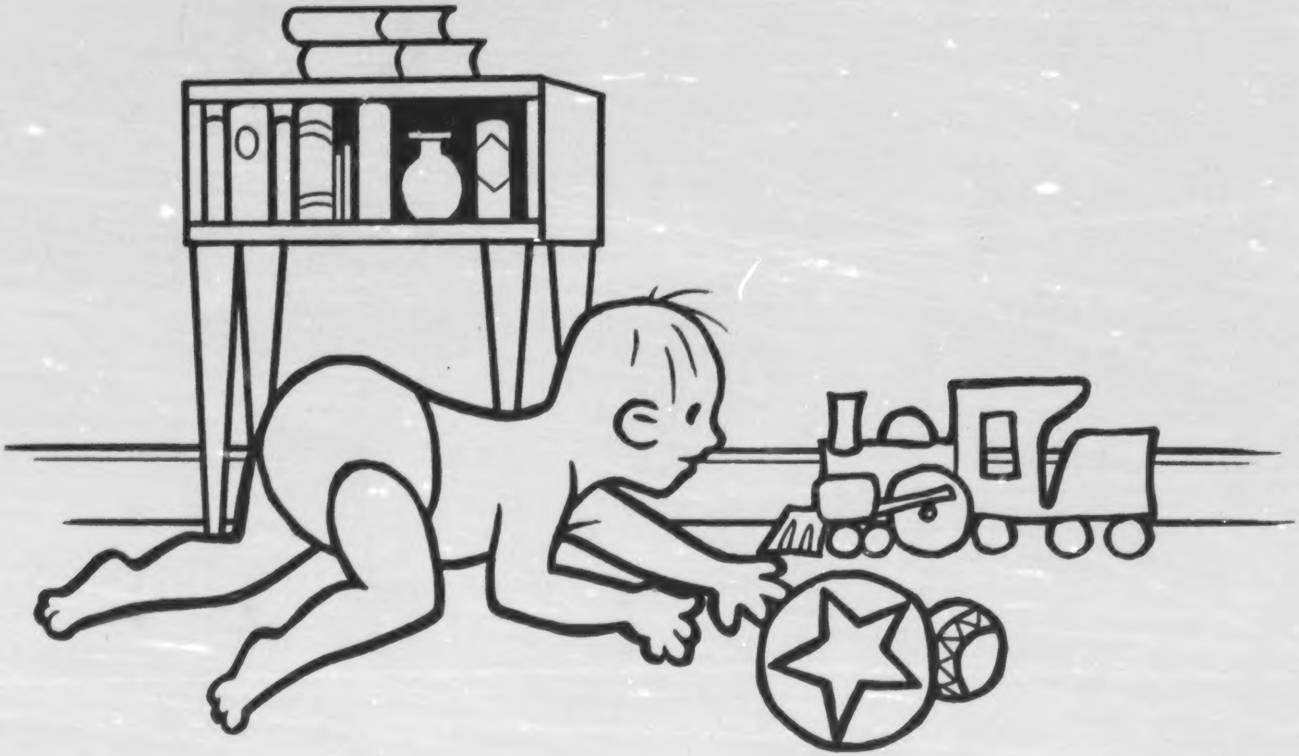

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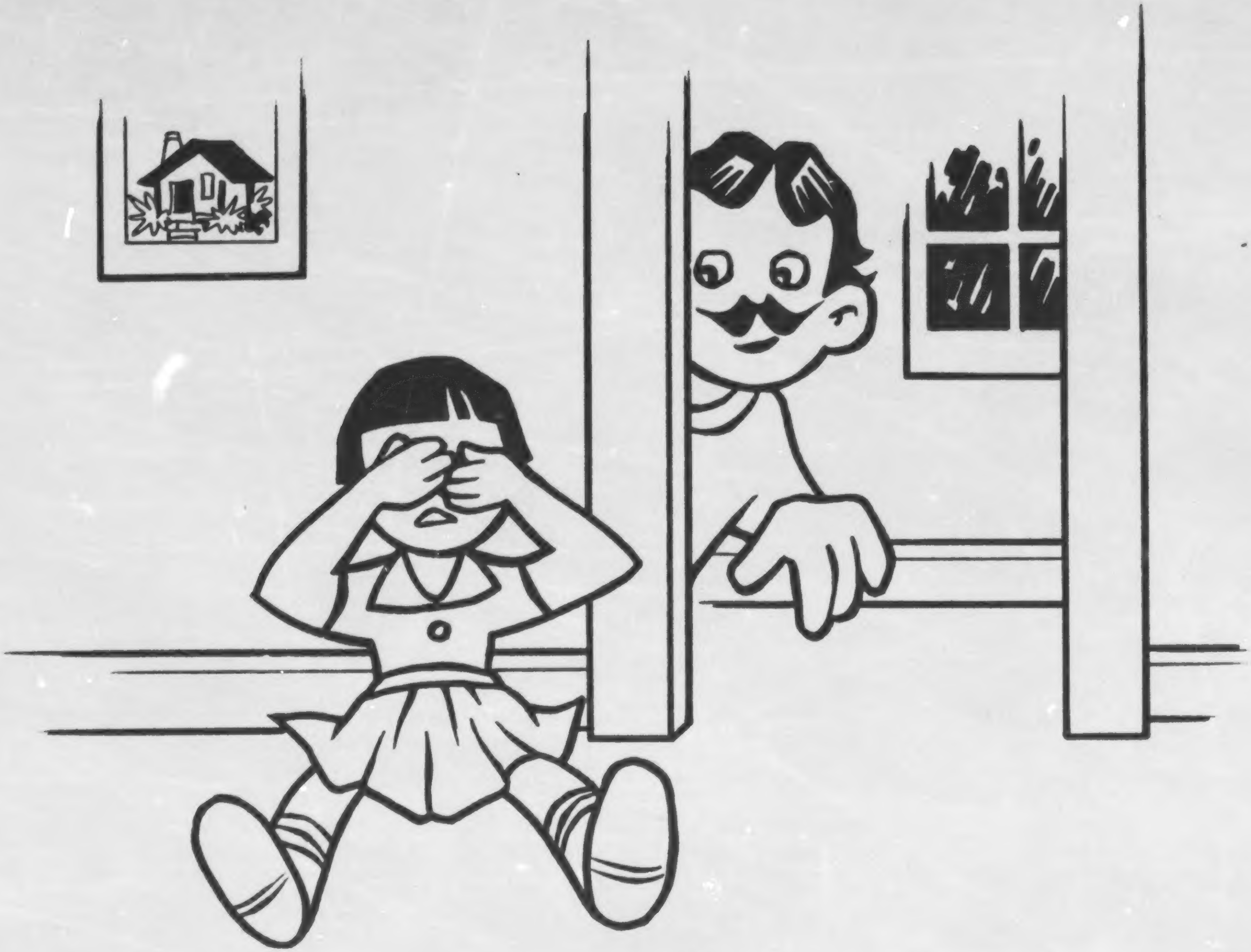

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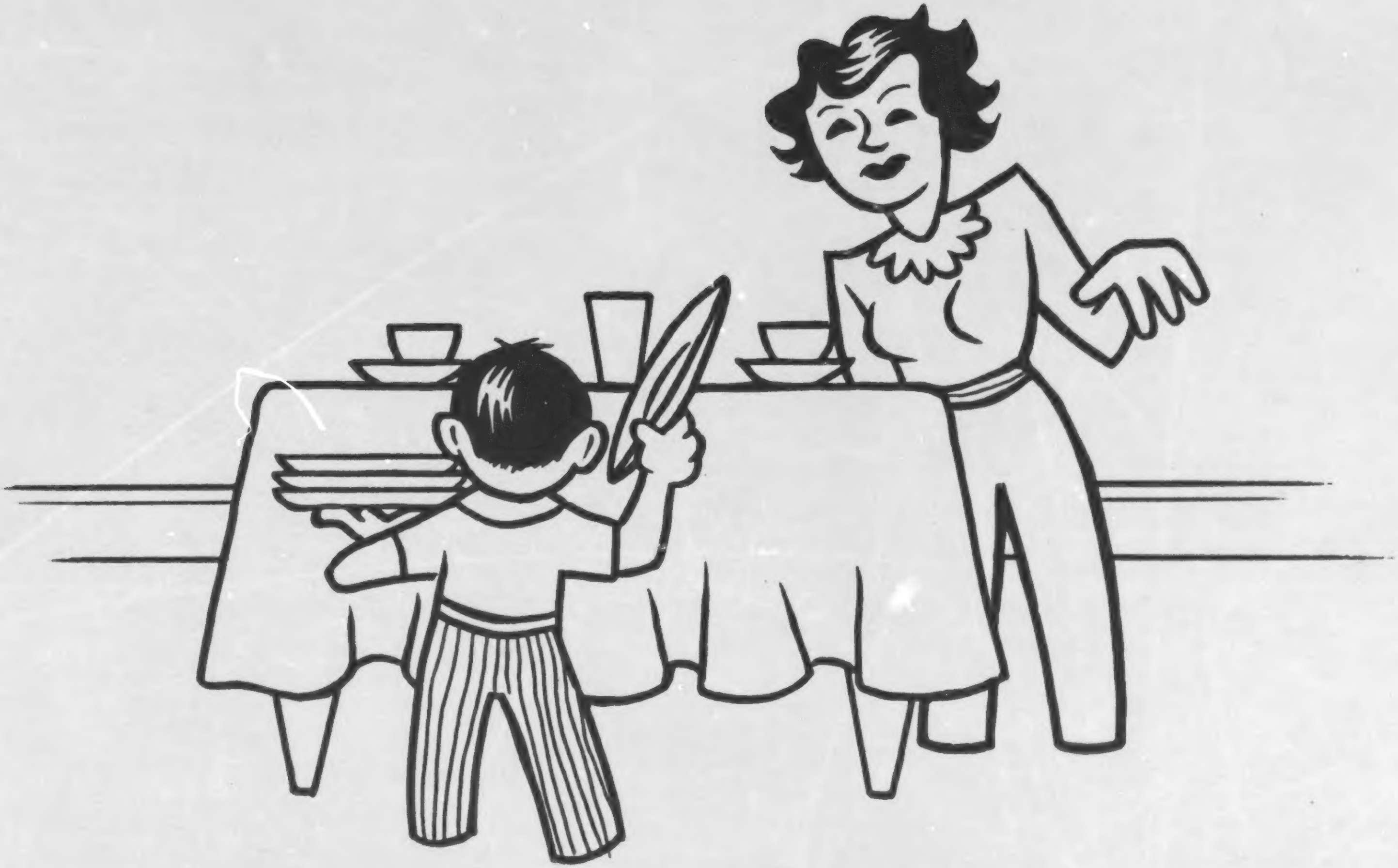


(mount on white poster board)

PARENTING EDUCATION

Play Activities for Children

I Stand On My Tiptoes

I stand on my tiptoes
To make myself tall,
(push up with top of head)
I bend my knees
To make myself small,
(keep back straight, knees out)

I like to be tall (Stand on tiptoes)
I like to be small (bend knees)
But I like my own height (elbows back)
Best of all!

Jack-In-The-Box

"Jack-in-the-box
All shut up tight;
Open the box
And, oh! what a sight!"

Action: Children all squat during the first two lines of the verse, on the last two lines, they all pop up, trying to look and act like a funny jack-in-the-box.

Hot Potato

Formation: Single circle
Equipment: Ball, bean bag

A ball or bean bag representing a "hot potato" is passed from player to player around the circle. Anyone holding or being the last to touch the "hot potato" when the whistle blows must drop out of the game.

With two players toss the "hot potato" back and forth encouraging the child not to hold onto it since it is hot.

This is good for developing coordination.

Call and Bounce

Formation: Single circle, facing center
Equipment: Ball

The caller stands in the middle of the circle. He calls the name of a child in the circle and bounces the ball towards him. If the child whose name was called catches the ball, he changes places with the caller. If he misses, the ball is returned to the caller and he calls another name.

If only one child and a parent is playing the ball can be used to learn numbers, by calling a number and having the child bounce the ball once for each number and then toss the ball to the parent.

This game emphasizes the skills of bouncing and catching.

BLOWING BUBBLES

1 cup soap powder
food coloring
paper cups
1 quart warm water
straws

Mix 1 cup soap powder, 1 quart warm water and food coloring and mix well. Give each child a plastic straw and a small cup with soap mixture and let them blow bubbles.

EDUCACION FAMILIAR

Actividades y Juegos De Niños

Me Paro De Puntillas

Me paro de puntillas
Para parecer alto,
(empínese con la cabeza)
Me doblo de rodillas
Para parecer bajo,
(mantenga la espalda recta,
las rodillas hacia afuera)

Me gusta ser alto (párese
de puntillas)
Me gusta ser bajo (dóblese
de rodillas)
Pero me gusta mí estatura
(los codos hacia atrás)
Más que todo lo demás!

Saltaperico

"Saltaperico
Encerrado de verdad;
Abre la caja
y sorpresa llevarás!"

Acción: Los niños se agachan durante las primeras dos líneas del verso; en la dos últimas líneas, todos saltan y tratan de lucir cómicos como un saltaperico.

La Papa Caliente

Formacion: Círculo sencillo
Equipo: Pelota, bolsa de granos

Una pelota o una bolsa de granos haciendo de "papa caliente" se pasa de jugador a jugador alrededor del círculo. La persona que tenga, o haya sido el último en tocar la "papa caliente" cuando suene el silbato, tiene que salir del juego.

Con dos jugadores, tire la "papa caliente" de uno al otro animando al niño a que no la aguante ya que está "caliente".

Este es un buen juego para desarrollar coordinación.

Llama y Rebota

Formación: Círculo sencillo, mirando al centro
Equipo: Pelota

El vocero se para en el centro del círculo. Entonces llama el nombre de un niño del círculo y hace rebotar la pelota hacia él. Si el niño a quien llamó coge la pelota, cambia de puesto con el vocero. Si falla, la pelota se devuelve al vocero, quien llama el nombre de otro niño.

Si solamente el niño y su padre juegan, puede utilizarse la actividad para aprender los números. El padre dice un número y el niño hace rebotar la pelota tantas veces como el número que el padre haya dicho, y después tira la pelota al padre.

Este juego desarrolla destreza para rebotar y coger.

SOPLANDO BURBUJAS

1 taza de jabón en polvo
1 litro de agua tibia
colorante de comida
vasos de cartón
sorbetes

Mezcle la taza de polvo de jabón, el litro de agua y el colorante, revolviendo bien. Dele a cada niño un sorbete y un vaso de cartón con la jabonadura y déjelos soplar burbujas.

PLANNING CHILDREN'S MEALS
SESSION

Parenting Education: An Exemplary
Program for Rural/Migrant Youth
and Adults

PLANNING CHILDREN'S MEALS

DOE Project # 1-3D32

Florida International University
Home Economics Education

Planning Children's Meals

Directions for the Experienced Parent

The purpose of this session is to talk about planning balanced meals using the Basic Four Food Groups as a guide.

For this lesson your kit should include:

1. two tape recorders
2. a blank cassette tape
3. Lesson Tape - Planning Children's Meals
4. paper
5. pencils
6. pictures of food
7. flannel board
8. food group labels
9. basic four food sheets
10. parent take home sheet

Check your kit to see that all supplies are there.

Before your group arrives, set up one tape recorder with the blank cassette tape so that you can record the lesson. Remember to turn the tape to side two when side one is finished. Set up the other tape recorder with Lesson Tape - Planning Children's Meals. Check both tape recorders to see that they are in working order.

Reread your lesson outline to see that all materials are ready for use.

Planning Children's Meals

"At our last meeting you selected the topic for today's session - Planning Children's Meals. I want you each to take a piece of paper and a pencil."

PASS OUT PAPER AND PENCILS.

"On your piece of paper, write down what you ate yesterday. Include breakfast, dinner and supper and any in between meal snacks. When you have finished, we will listen to some information about planning meals."

TURN ON TAPE.

Today we are going to discuss meal planning. Food is a very important part of our daily lives. The right food is important for the proper growth and development of children. There are four basic food groups. Food from each group should be served daily to insure that the child receives the proper nutrients.

HOLD UP THE PICTURES OF FOODS FOR EACH GROUP AS THE FOOD GROUPS ARE DISCUSSED.

HOLD UP THE PICTURES ON THE BLUE CARDS AND PLACE ON FLANNEL BOARD, UNDER THE LABEL DAIRY GROUP.

The first group we shall learn about is the Dairy Group. This group supplies most of the calcium needed for the development of the bones and teeth. Foods in this group include milk, cheese, ice cream, pudding and yogurt. You should have at least three servings from this group each day.

HOLD UP THE PICTURES ON THE RED CARDS AND PLACE ON THE FLANNEL BOARD UNDER THE LABEL MEAT GROUP.

The second group is the Meat Group. This group includes all beef, veal, pork, fish and poultry. It also includes eggs, peanut butter and beans. These are sources of protein. A child should have 2 or more servings daily. Protein is important for growth and repair of body tissues, muscle, organs, blood, skin and hair.

HOLD UP PICTURES ON THE GREEN CARDS AND PLACE ON THE FLANNEL BOARD UNDER THE LABEL FRUITS AND VEGETABLES.

The third group is the Fruit and Vegetable Group. This group includes such foods as tomatoes, carrots, peas, oranges, peaches and grapes. This food group is valuable because of the vitamins and minerals they contain. Vitamins and minerals help keep us healthy. A child should have four or more servings of fruits and vegetables daily.

HOLD UP PICTURES ON THE YELLOW CARDS AND PLACE ON THE FLANNEL BOARD UNDER THE LABEL GRAIN PRODUCTS.

The fourth group is Grain Products which includes such foods as breads, cereals, cooked cereal, rice, corn meal, crackers, flour, grits, macaroni, spaghetti, noodles, rolled oats, quick breads and yeast breads. A child should have four or more servings from this group each day. This group supplies protein, iron, and energy.

Now take out the list of food you wrote down at the beginning of the session with your Experienced Parent, put the foods into the four Basic Food Groups. See if you had:

3 servings from the Dairy Group
2 servings from the Meat Group
4 servings from the Fruit & Vegetable Group
4 servings from the Grain Group

TURN OFF TAPE.

PASS OUT BASIC FOUR FOOD SHEET.

"Take your list of foods and put each food in the group you think it belongs."

TURN ON TAPE.

Are you fixing balanced meals? If not, which areas do you need to prepare more food from? Why do you think you don't eat enough food from certain groups?

TURN OFF TAPE AND DISCUSS.

SUGGESTIONS:

"Did you as a child eat food from the four groups?"
"Do you as an adult try new foods?"
"Do you try new recipes?"
"Do you watch for food to go on sale to purchase it?"

SHARE RECIPES THAT THE PARENTS BROUGHT AND DISCUSS NEW WAYS OF PREPARING FOODS.

TURN ON TAPE.

> Remember that a good balanced diet is important to help develop a healthy body. Correct eating habits don't always just happen. We must learn them and continue to practice them ourselves as we teach our children since one of the first ways children learn is by copying their parents. It is important to begin good eating habits early, because bad habits are hard to change.

TURN OFF TAPE.

USE THE FOLLOWING QUESTIONS TO EVALUATE AND SUM UP THE LESSON.

> "What was included in the lesson that you already knew?"
>
> "What was included in the lesson that you didn't know?"
>
> "What did you like best about the lesson?"
>
> "What did you like least about the lesson?"
>
> "What would you like to know about planning children's meals that was not in this session?"

PASS OUT PARENT TAKE HOME SHEET.

SELECT THE TOPIC FOR THE NEXT LESSON.

HOLD UP BLACK TOPIC CARD.

> "What would you like to talk about at our next meeting?"

NOTE:
IF CHILDREN'S TOYS IS SELECTED:

> "Bring two of your children's favorite toys to our next session."

SET TIME AND DATE FOR NEXT MEETING.

EDUCACION FAMILIAR: UN
PROGRAMA EJEMPLAR PAR JOVENES & ADULTOS
RURALES/MIGRANTES

Planeando Comidas Para Niños

Proyecto DOE #1-3D32

Universidad Internacional de la Florida

Cátedra de Economía Doméstica

Planeando Comidas de Niños

Instrucciones para el Padre con Experiencia

El propósito de esta sesión es hablar de cómo planear comidas balanceadas usando los Cuatro Grupos Alimenticios Básicos como guía.

Para esta lección necesitará el siguiente equipo:

1. dos grabadoras
2. una cinta de grabar en blanco
3. La Cinta de la Lección - Planeando Comidas de Niños
4. papel
5. lápices
6. láminas de comidas
7. recetas favoritas
8. pizarra de franela
9. etiquetas de grupos alimenticios
10. hoja señalando los cuatro grupos de alimentos básicos

Revise su equipo para asegurarse que tiene todo lo necesario.

Antes de que llegue el grupo, prepare una de las grabadoras con la cinta en blanco para que pueda grabar la lección. Recuerde virar la cinta al lado #2 cuando haya terminado el lado #1. Prepare la otra grabadora con la Cinta de la Lección - Planeando Comidas para Niños. Revise ambas grabadoras para asegurarse que funcionan debidamente. Lea de nuevo su plan para la lección y asegúrese que todos los materiales están listos.

Planeando Comidas de Niños

"En nuestra última reunión ustedes seleccionaron el tema para la sesión de hoy - Planeando Comidas de Niños. Quisiera que cada uno de ustedes tome una hoja de papel y un lápiz."

PASE EL PAPEL Y LOS LAPICES

"En su hoja de papel, escriba lo que comió ayer. Incluya el desayuno, almuerzo y comida, y las meriendas (o chucherías) entre comidas. Cuando hayan terminado, ciremos algo informativo sobre planear comidas."

ECHE A ANDAR LA CINTA.

Hoy vamos a discutir cómo planear las comidas. La alimentación es una parte muy importante de nuestra vida diaria. La alimentación adecuada es importante para el buen crecimiento y desarrollo de los niños. Hay cuatro grupos básicos de alimentos. Se deben servir alimentos de cada grupo diariamente para asegurarse de que el niño reciba la nutrición apropiada.

MUESTRE LAS LAMINAS DE COMIDAS DE CADA GRUPO SEGUN SE DISCUTEN LOS GRUPOS.

MUESTRE LAS LAMINAS EN LAS TARJETAS AZULES Y COLOQUELAS EN LA PIZARRA DE FRANELA, DEBAJO DE LA ETIQUETA DEL GRUPO LACTEO.

El primer grupo que estudiaremos es el Grupo Lácteo. Este grupo suple al organismo casi todo el calcio necesario para el desarrollo de los huesos y los dientes. En este grupo se encuentran la leche, el queso, los helados cremosos, el pudín y el yogur. Usted debe consumir por lo menos tres porciones de este grupo diariamente.

MUESTRE LAS LAMINAS EN LAS TARJETAS ROJAS Y COLOQUELAS EN LA PIZARRA DE FRANELA, DEBAJO DE LA ETIQUETA DEL GRUPO DE CARNES.

El segundo grupo es el Grupo de Carnes. En este grupo se encuentran la carne de res, ternera, puerco, pescado y aves. También se encuentran los huevos, mantequilla de maní y los granos (frijoles). Estos alimentos son fuentes de proteína. El niño debe consumir dos o más porciones de este grupo diariamente. Las proteínas son importantes para el crecimiento y reparación de los tejidos del cuerpo, los músculos, los órganos, la sangre, la piel y el pelo.

MUESTRE LAS LAMINAS EL LAS TARJETAS VERDES Y COLOQUELAS EN LA PIZARRA DE FRANELA, DEBAJO DE LA ETIQUETA DE FRUTAS Y VEGETALES.

El tercer grupo es el Grupo de las Frutas y los Vegetales. En este grupo se encuentran alimentos como los tomates, zanahorias, guisantes, naranjas, melocotones y uvas. Este grupo alimenticio es muy importante por su contenido de vitaminas y minerales. Las vitaminas y los minerales nos mantienen saludables. El niño debe consumir cuatro o más porciones de frutas y vegetales diariamente.

MUESTRE LAS LAMINAS EN LAS TARJETAS AMARILLAS Y COLOQUELAS EN LA PIZARRA DE FRANELA, DEBAJO DE LA ETIQUETA DE HARINAS Y CEREALES.

El cuarto grupo es el Grupo de Cereales y Harinas, en el que se encuentran las distintas clases de pan, los cereales preparados, los cereales cocinados, el arroz, la harina de maíz, las galletas, la harina, macarrones, spaguetti, fideos, avena, panecillos rápidos y de levadura. El niño debe consumir cuatro o más porciones de este grupo diariamente. Este grupo es fuente de proteínas, hierro y energía.

Tome las comidas que usted escribió anteriormente y coloque los alimentos incluídos en las mismas dentro de cada uno de los cuatro grupos básicos.

Ahora, tome la lista de comidas que escribió con el Padre con Experiencia al comienzo de la sesión; ponga los alimentos dentro de los cuatro Grupos de Alimentos Básicos. Compruebe si tenía:

3 Porciones del Grupo Lácteo
2 Porciones del Grupo de Carnes
4 Porciones del Grupo de Frutas y Vegetales
4 Porciones del Grupo de Harinas y Cereales

APAGUE LA GRABADORA.

DISTRIBUYA LA HOJA DE LOS CUATRO GRUPOS BASICOS DE ALIMENTOS.

"Tome su lista de alimentos y coloque cada alimento en el grupo que usted cree que pertenezca."

ECHE A ANDAR LA CINTA.

Ha estado usted preparando comidas balanceadas? Si no es así, de qué grupos necesita usted aumentar el consumo? Por qué cree usted que no come lo suficiente de algunos grupos?

APAGUE LA GRABADORA Y COMIENCE LA DISCUSION.

SUGERENCIAS:

"Consumía usted de niño alimentos de los cuatro grupos?"

"De adulto, prueba usted comidas nuevas?"

"Prueba usted recetas nuevas?"

"Espera usted a que un alimento esté rebajado de precio para comprarlo?"

COMPARTA LAS RECETAS QUE TRAJERON LOS PADRES Y DISCUTA NUEVAS MANERAS DE PREPARAR ALIMENTOS.

ECHE A ANDAR LA CINTA.

Recuerde que una dieta balanceada es importante para el desarrollo saludable del cuerpo. Los hábitos saludables de comer no surgen por casualidad. Debemos aprenderlos y practicarlos nosotros mismos si esperamos enseñárselos a nuestros hijos, ya que uno de los modos de los niños aprender es imitando a los padres. Es importante adquirir buenos hábitos de comer desde el principio, pues los malos hábitos son difíciles de cambiar.

APAGUE LA GRABADORA.

USE LAS SIGUIENTES PREGUNTAS PARA EVALUAR Y RESUMIR LA LECCION.

"Qué hubo en la lección que usted ya sabía?"

"Qué hubo en la lección que usted no sabía?"

"Qué fue lo que más le gustó de la lección?"

"Qué más le gustaría saber sobre planear las comidas de los niños que no estuvo incluído en la sesión?"

SELECCIONE EL TEMA PARA LA PROXIMA LECCION.

MUESTRE LA TARJETA DE TOPICOS NEGRA.

"De qué les gustaría tratar en nuestra próxima reunión?"

NOTA:

SI SE ESCOGE "JUGUETES DE NIÑOS":

"Traigan dos de los juguetes favoritos de sus hijos a la próxima reunión."

Grain Group

(yellow)

Fruit & Vegetable Group

(green)

Meat Group

(red)

Dairy Group

(blue)

(mount on poster board for use on flannel board)

Mount pictures of foods from each of the Basic Four Food Groups on the same color poster board as the Food Group Labels. Use pictures of foods that are familiar to the target population.

Session - Planning Children's Meals

BASIC FOUR FOOD SHEET

Fruit & Vegetable Group 4 servings	Grain Group 4 servings
Dairy Group 3 servings	Meat Group 2 servings

FIJE LA HORA Y EL DIA DE LA PROXIMA REUNION.

SESION - PLANEANDO COMIDAS DE NINOS

Grupo de Frutas y Vegetales 4 Porciones	Grupo de Harinas y Cereales 4 Porciones
Grupo Lácteo 3 Porciones	Grupo de Carnes 2 Porciones

PLANNING CHILDREN'S MEALS

INCLUDE FOODS FROM THE FOUR FOOD GROUPS EACH DAY.

DAIRY GROUP - 3 SERVINGS

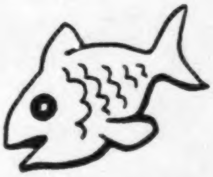
MILK
CHEESE
ICE CREAM
PUDDING
YOGURT

FRUIT & VEGETABLE GROUP - 4 SERVINGS

TOMATOES
CARROTS
PEAS
ORANGES
PEACHES
GRAPES

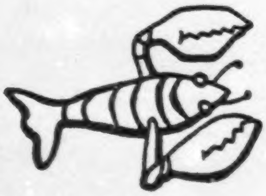
GRAIN GROUP - 4 SERVINGS

BREAD
CEREAL
COOKED CEREAL
SPAGHETTI
NOODLES
RICE
CORN MEAL
CRACKERS
GRITS
MACARONI
QUICK BREADS
YEAST BREADS



MEAT GROUP - 2 SERVINGS

BEEF
VEAL
PORK
FISH
POULTRY
EGGS
PEANUT BUTTER
BEANS



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APPENDIX

Questions for the Experienced Parent

1. Which lesson do you think the parents liked the most?

   Favorite food and nutrition. Liked the fact that food could be interchanged, for instance eggs and bacon could be served at times other than breakfast. Also enjoyed play dough lesson - they were like kids playing with it, and the lesson on toys was especially interesting because they all said they had bought most toys because they liked them and didn't consider age or safety.

2. Which lesson do you think the parents learned the most from?

   Food groups and toys - most of the parents didn't know much about food grouping or how to select toys.

3. In which lessons did the parents seem to have trouble understanding the concepts?

   None, they were all easy, the man on the tape spoke slowly and could be replayed if necessary.

4. Which lesson was the easiest to do?

   The snack lesson was the easiest to do.

5. Which lessons seemed to present some problems?

   None - all were well planned and easy to follow.

6. How many parents attended each session?

   Five (5) people at the most, but usually four (4).

7. What would have happened if more parents had been there?

   It would have been better, there could have been more ideas and discussion. Eight would be a good number.

8. What additional materials may be needed for the lessons for other Experienced Parents?

   None. Everything was complete

9. What could be done to improve the packaging of the materials?

   Box is good and sturdy, easy to carry, and secure.

10. Approximately how long did each of the lessons last? Did they seem too long? too short? just right?

    Lessons lasted about forty (40) minutes. Good length - with more people they would probably last an hour because there would be more discussion.

11. How did you feel about your role as the Experienced Parent?

I enjoyed it - I like talking with young people - I think it would have been better if they have young children, if arrangements could be made to have them in another room because they interrupted lessons and lost track.

12. What did you like best about being the Experienced Parent?

Hearing the discussion and asking questions and answering questions they ask.

13. What did you like least? Were there any materials you felt uncomfortable with?

Nothing - I enjoyed it all and I'm glad you asked me to help - because it is so difficult to raise children and young women need all the help they can get.

14. As the Experienced Parent, what kinds of additional help could you have used before giving the lesson?

None - as long as they go over things before they do the lesson. Making up pre-questions helps.

15. As we give this to other Experienced Parents, what kinds of information should we give them before they teach the lessons?

None - lessons are well planned.

16. What kinds of feedback did the parents give you about the lessons?

They enjoyed them. The parents I worked with were very interested. They never were bored.